DOCUMENT RESUME

ED 048 152 24 SP 007 024

TITLE	Motor Activities. Developmental Skills Series, Booklet I.
INSTITUTION	University City School District, Mo.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-6-1328
PUB DATE	Mar 68
CONTRACT	OEC-3-7-061328-0322
NOTE	189p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	*Curriculum Guides, *Kindergarten, *Motor Development, *Perceptual Motor Learning, *Preschool Curriculum

ABSTRACT

GRADES OR AGES: Not specified. It appears to be for preschool and kindergarten. SUBJECT MATTER: Motor activities, including awareness of self, gross motor activities, fine motor activities, position in space, eye-motor skills, and creative motor skills. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into six sections, one for each of the above areas. Each section lists materials and describes activities; illustrations are interspersed. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Each section begins with a brief outline of objectives. Following this the major portion of the section consists of detailed instructions for numerous specific activities. A class inventory at the end of each section lists activities each child should be able to do. INSTRUCTIONAL MATERIALS: Materials needed for each activity are listed along with the activity description. In addition, there is a short list of commercially available materials at the end of each section. STUDENT ASSESSMENT: No provision other than the class inventory is made. OPTIONS: The guide is suggestive only. It makes no mention of timing or means of incorporating the activities into a total program. (RT)

ED048152

MOTOR ACTIVITIES

U.S. DEPARTMENT OF HEALTH,
EDUCATION,& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Booklet I

Developmental Skills Series

Office of
Prekindergarten-Kindergarten Research Center

SCHOOL DISTRICT OF UNIVERSITY CITY
University City, Missouri

February 1967
(Revised March 1968)

SP007024

Table of Contents

Page

Foreword.................................. i
Contributors.............................. iii

ACTIVITIES EMPHASIZING AWARENESS OF SELF
Introduction.............................. 1
General Activities........................ 3
Rhymes, Songs, and Finger Plays........... 4
Relaxing Exercises........................ 25
Games and Activities...................... 27
Class Activities Inventory Sheet.......... 41
Commercial Materials...................... 42

ACTIVITIES EMPHASIZING GROSS MOTOR SKILLS
Introduction.............................. 43
Basic Body Movements...................... 44
Tumbling and Stunts....................... 69
Balance................................... 74
Games..................................... 79
Class Activities Inventory Sheet.......... 87
Commercial Materials...................... 88

ACTIVITIES EMPHASIZING FINE MOTOR SKILLS
Introduction.............................. 90
Manipulating Objects...................... 92
Finger Plays.............................. 101
Creative and Constructive Activities...... 112
Class Activities Inventory Sheet.......... 121
Commercial Materials...................... 122

ACTIVITIES EMPHASIZING POSITION IN SPACE
Introduction.............................. 124
Positioning Activities.................... 125
Target Games.............................. 140
Commercial Materials...................... 145

Table of Contents (con't.)

Page

ACTIVITIES EMPHASIZING EYE-MOTOR SKILLS
Introduction.................................... 146
Eye Movement and Focusing Activities.......... 147
Moving Target Activities....................... 151
Directed Eye-Hand Movements.................... 163
Commercial Materials........................... 166

ACTIVITIES EMPHASIZING CREATIVE MOTOR SKILLS
Introduction.................................... 168
Pantomime....................................... 170
Singing Game.................................... 180
Commercial Materials........................... 181

Each page is coded in lower right corner as follows:

Awareness of Self....AS	Position In Space....PS
Gross Motor..........GM	Eye-Motor............EM
Fine Motor...........FM	Creative Motor.......CM

Foreword

This booklet presents suggested activities and materials to be used in fostering development of motor skills. Specifically, the skills have been classified under the following headings: awareness of self, gross motor control, fine motor control, position in space, eye-motor, creative motor. In general, the activities in the booklet are sequenced according to difficulty.

The revised edition has resulted from the combined efforts of prekindergarten teachers, and many kindergarten teachers, and teacher aides. On the following page are the names of those who helped in writing and compiling the contents of the first edition as well as those who were responsible for the changes made in the revised edition. Mrs. Mary Ann Boyce has served as editor of this second edition. Because most of the non-original activities included in the booklet have been used for many years, many of the sources are no longer known. When available, they are identified.

Class Inventory sheets have been included in the booklet to aid in identifying children who have a specific weakness in the motor area or to help in evaluating on-going progress. For specific suggestions on how to use the booklet, the reader is referred to Personalizing Early Education, A Purposeful Plan with Guidelines for Teachers.

All Pre-primary children will benefit from participating in game and play experiences such as those included in this booklet. However, the child who seems to lag behind his peers in motor development will need to spend more time participating in motor activities. It is for the teacher of such a child that this booklet has been prepared in the hope that once the specific area of difficulty has been identified, a variety of activities are at her finger tips which may be used or which may suggest others to be used to aid in the development of body control and coordination. It is hoped that the child will have a good foundation for future motor tasks and be able to participate in them happily and successfully.

Contributors

Teachers

Caroline Bahr
Mary Ann Boyce
Gloria Cotlar
Constance Damos
Beth Dennis
Marie Duffy
JoAnne Evans
Goldie Gabriel
Helen Hartwig

Mary Lou Long
Claudia Prentice
Florence Redler
Jan Rhodes
Nancy Richard
Regina Turner
Norma Vavra
Reba Waterston
Grace Williams

Teacher Aides

Norma Cherry
Gloria Donnell
Judy Garber
Terry Goldblum
Anita Hansen
Marilyn Harris
Sharron Korenfeld
Evelyn Goldring

Anne Hart
Mary Korklan
Ruth Morris
Patty Pearce
Lillian Radloff
Deanne Sherman
Cynthia Tjaden
Betty Tussey
Janice Washauer

Illustrator

Mrs. Betty Yaffe

Secretary

Mrs. Shirley Berman

Director

Mrs. Alice O. Coffman

Awareness of Self

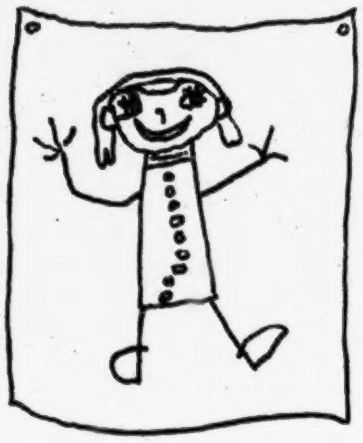
As the child is able to identify parts of his body and has repeated experiences in observing the many relationships of one part to another, he develops a reliable and consistent body image which is a necessary part of successful functioning within his environment. Activities fostering self awareness are placed first in the booklet because this knowledge provides a foundation for the development of the other motor skills which will be developed through the booklet. It also provides the basis for a positive self concept.

The child extends his awareness of self as he grows in experiences which call for the movement of muscles which propel the body through space and which force him to contend with the pull of gravity. Skills involving the self awareness area overlap with those of each of the other areas, as the child becomes familiar with the feel of muscles as his body moves and the need for movement as he performs body tasks.

The teacher can use the inventory sheet on p. 41 as an objective check on the child's mastery of skills which are basic to an awareness of self.

Each page containing activities related to the awareness of self is coded AS in the lower right hand corner.

Activities Emphasizing An Awareness of Self



Me

Materials: Paper, crayons

Procedure: Talk about each body part and have each child point to the appropriate body part as it is identified.

1. Head (eyes, nose, mouth, ears)
2. Neck
3. Shoulders
4. Arms
5. Hands (fingers)
6. Trunk
7. Legs
8. Feet (toes)

This is a good activity for initiating the self awareness concept. After the discussion and discovery and touching of body parts, self-portraits are made. They should be dated and saved. Have another picture made after the concept is further developed. Compare results.

Timmy's Dream

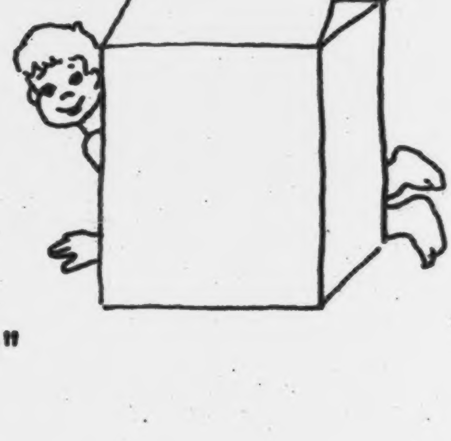
Materials: None

Procedure: Ad lib a story about Timmy who is awakened by a loud noise. He discovers that each part of his body claims to be the most important part. Timmy decides to be the judge as each part of his body tells its function. Each ends with the refrain, "I'm the most important part of your body." After all have had their say, Timmy decides he needs all of them and hugs himself saying, "I need all of you and I like myself." As each part talks the story teller touches the part of the body and the children follow her lead.

RHYMES, SONGS AND FINGER PLAYS

Hiding

(by Dorothy Aldis)



I'm hiding, I'm hiding
And no one knows where;
For all they can see is my
Toes and my hair.

And I just heard my father
Say to my mother---
"But darling, he must be
Somewhere or other;

Have you looked in the ink well?"
And mother said, "Where?"
"In the INK WELL," said father.
But I was not there.

Then "Wait!" cried my mother---
"I think that I see
Him under the carpet." But
It was not me.

"Inside the mirror's
A pretty good place,"
Said father and looked, but saw
Only his face.

"We've hunted," sighed mother,
"As hard as we could
And I AM so afraid that we've
Lost him for good."

Then I laughed out aloud
And I wiggled my toes
And father said-- "Look, dear,
I wonder if those

Toes could be Benny's.
There are ten of them. See?"
And they WERE so surprised to find
Out it was me!

Tall and Small
(Unknown)

Here is a giant who is tall, tall, tall
   (children stand up)
Here is an elf who is small, small, small
   (children slowly sink to floor)
The elf who is small will try, try, try
   (children slowly rise)
To reach to the giant who is high, high, high
   (children stand tall, stretch, and reach arms high)

Touch Your Nose

Touch your nose,
Touch your chin,
That's the way this game begins.

Touch your toes,
Touch your knees,
Now pretend you're going to sneeze.
(finger under nose)

Touch your hair,
Touch one ear,
Touch your two red lips right here.
Touch your elbows where they bend;
That's the way this game ends.

Moving Hands

"Hands on shoulders, hands on knees,
Hands behind you, if you please.
Hands on shoulders, now your nose,
Now your chin, and now your toes.

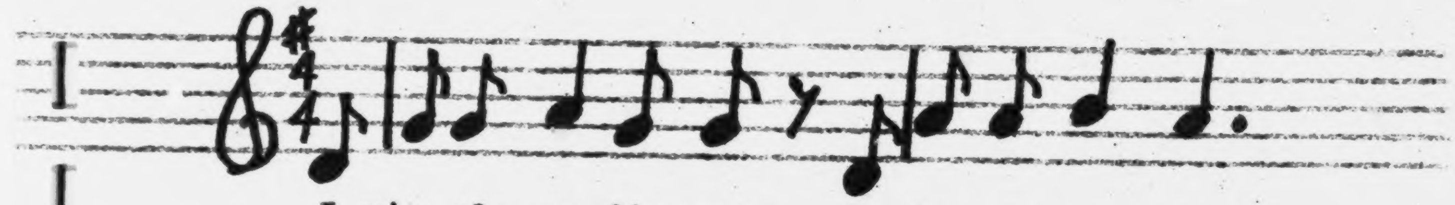
Hands held high up in the air,
Down at your sides, now touch your hair.
Hands held high up as before,
Now clap your hands ... one, two, three, four."

From Singing Fun, p. 56, "I Wiggle". This song can be used to further identify body parts and to help children to relax by "wiggling away" all of their wiggles.

From Singing Fun, p. 58,"My Hands". This song moves quickly so the children must be alert to location of various body parts.

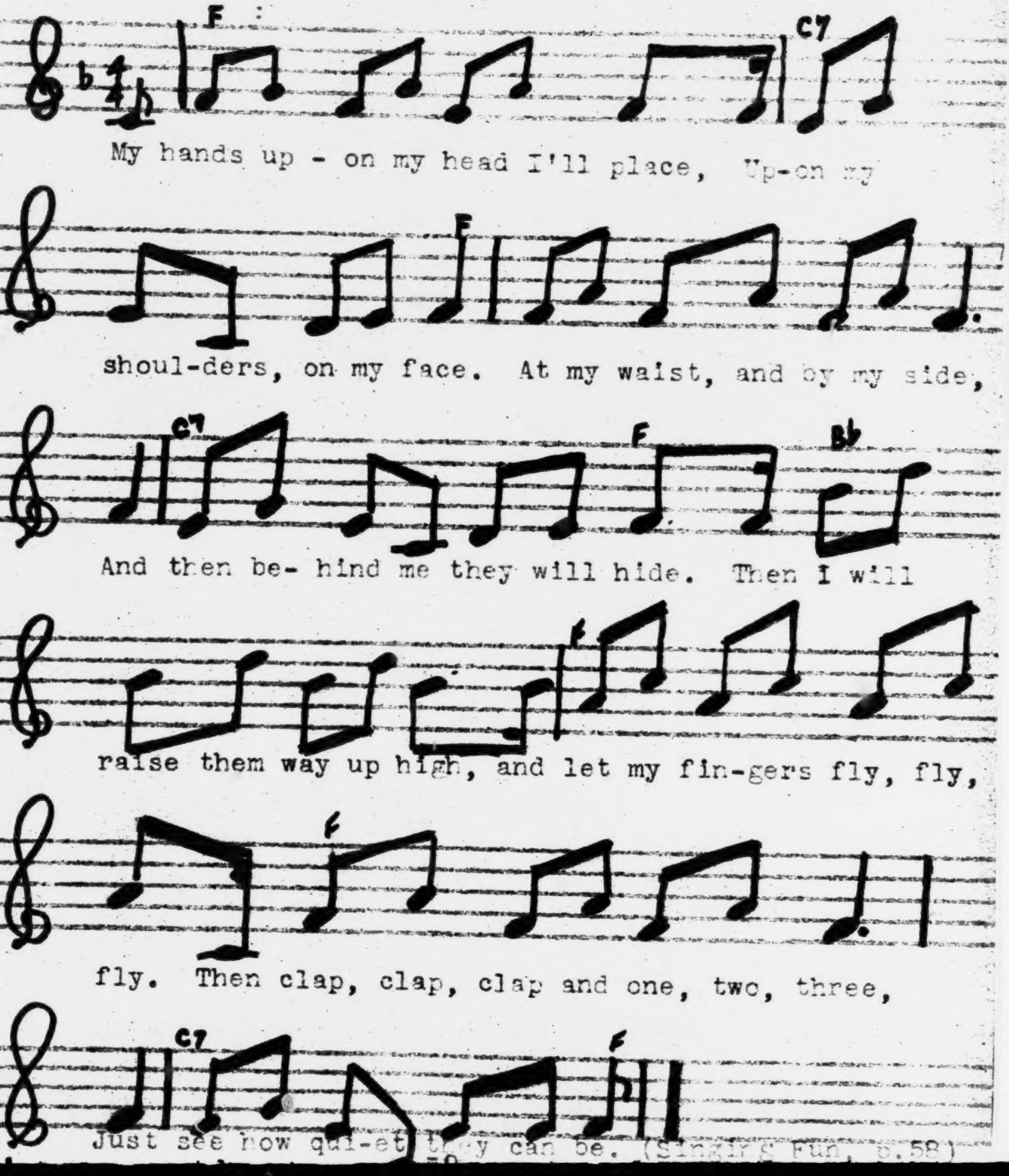
From Singing Fun, p. 59, "Two little Hands". This song can be used effectively for getting the children ready for a listening or sitting activity.

I Wiggle


4
4
I wig-gle my fin-gers, I wig-gle my toes
I wig-gle my shoul-ders, I wig-gle my nose.
Now no more wiggles are left in me, so I will
be still, as still as can be.

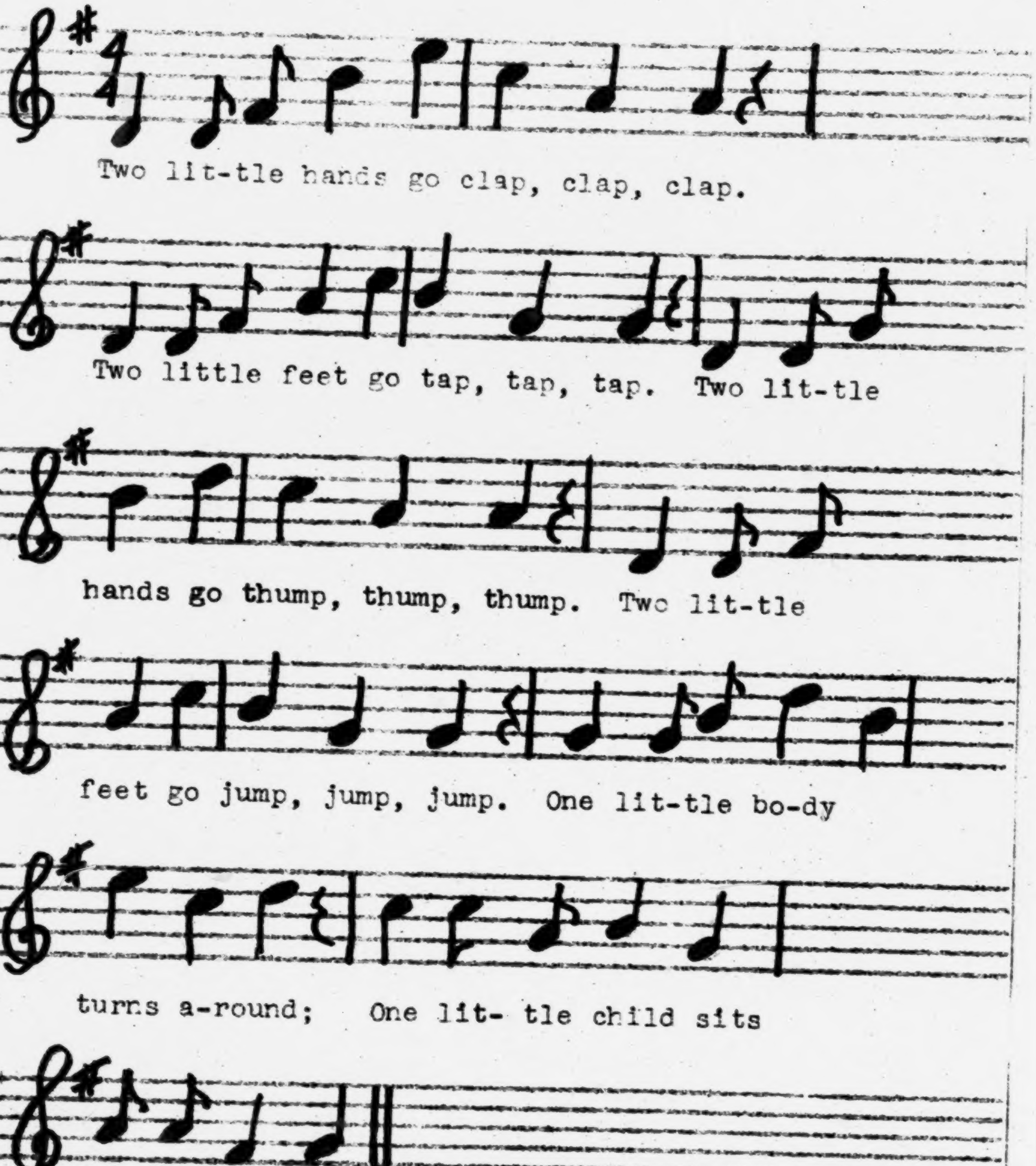
(Singing Fun p.56)

My Hands


F
C7
My hands up - on my head I'll place, Up-on my
F
shoul-ders, on my face. At my waist, and by my side,
C7
F
Bb
And then be- hind me they will hide. Then I will
F
raise them way up high, and let my fin-gers fly, fly,
F
fly. Then clap, clap, clap and one, two, three,
C7
F
Just see how qui-et they can be.

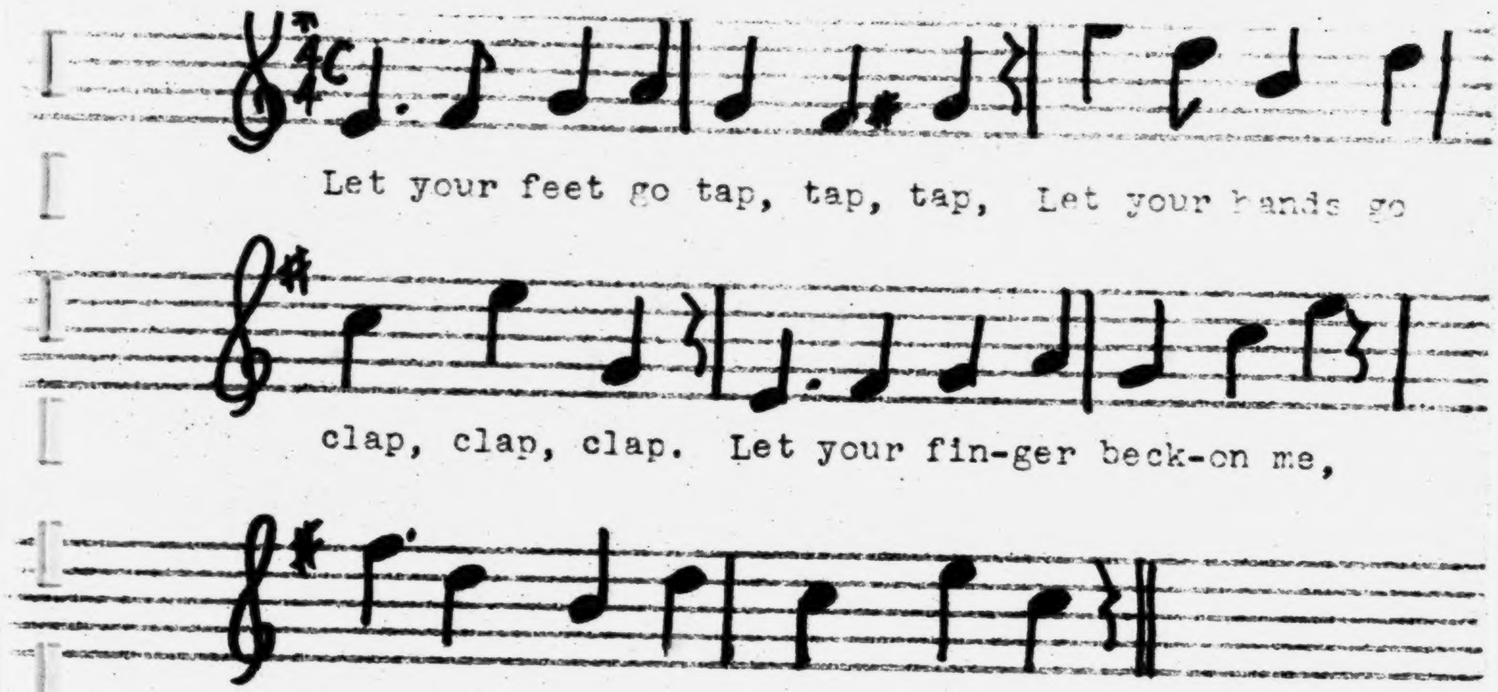
(Singing Fun, p.58)

Two Little Hands


Two lit-tle hands go clap, clap, clap.
Two little feet go tap, tap, tap. Two lit-tle
hands go thump, thump, thump. Two lit-tle
feet go jump, jump, jump. One lit-tle bo-dy
turns a-round; One lit- tle child sits
qui- et- ly down.

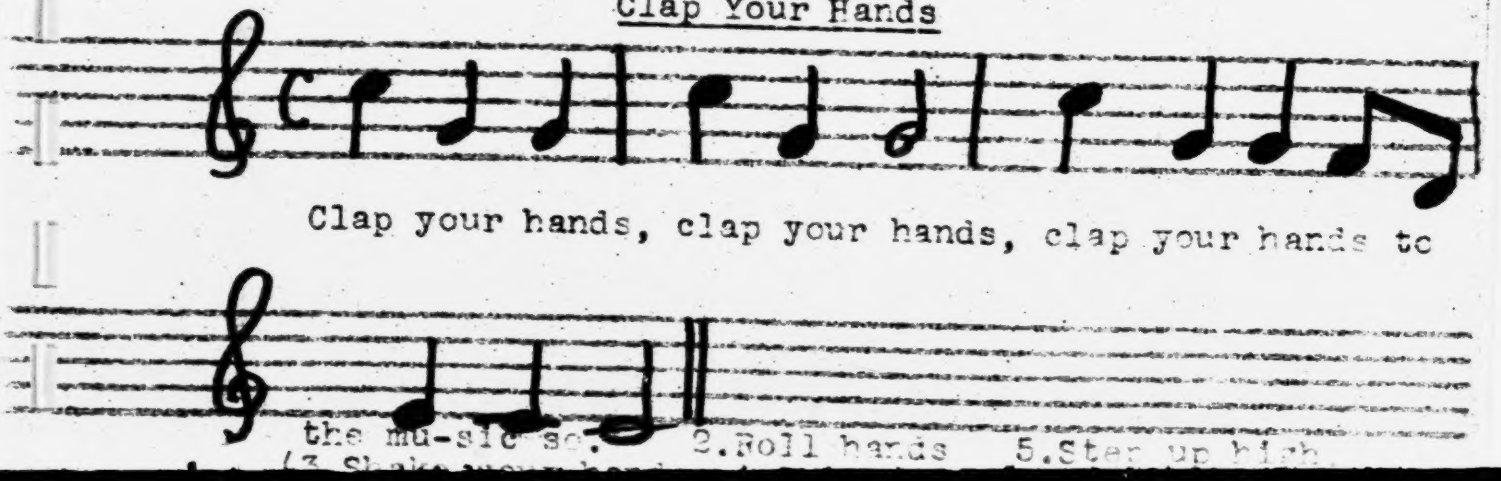
(Singing Fun, p.59) AS

Dance With Me


Let your feet go tap, tap, tap, Let your hands go
clap, clap, clap. Let your fin-ger beck-on me,
Come dear part-ner dance with me.

(Repeat tune with tra, la, la)

Clap Your Hands


Clap your hands, clap your hands, clap your hands to
the mu-sic so.

2.Roll hands 5.Step up high

(3.Shake your hand

Clap, Stamp

Touch your toes and then your knees;
Touch your toes, touch your knees.
Touch your toes and then your knees,
And let your hands go clap!

Hug yourself and turn around;
Hug yourself, turn around.
Hug yourself and turn around,
And let your feet go stamp!

Point your toe and take a bow;
Point your toe, take a bow.
Point your toe and take a bow,
And let your hands go clap!

Stand on tiptoe, turn around;
Turn around, turn around.
Stand on tiptoe, turn around,
And let your feet go stamp!

Rock your shoulders side to side;
Side to side, side to side.
Rock your shoulders side to side,
And let your hands go clap!

Bend your body down and up;
Down and up, down and up.
Bend your body down and up,
And let your feet go stamp!

The above song is sung to the tune of "Merrily We Roll Along."

If You're Happy

Sing to the tune "She'll Be Comin' Round the Mountain When She Comes."

(1) If you're happy and you know it, clap your hands.
(2) If you're happy and you know it, clap your hands.
(3) If you're happy and you know it,
(4) Then you really ought to show it.
(5) If you're happy and you know it, clap your hands.

(1), (2), (5) (clap, clap)

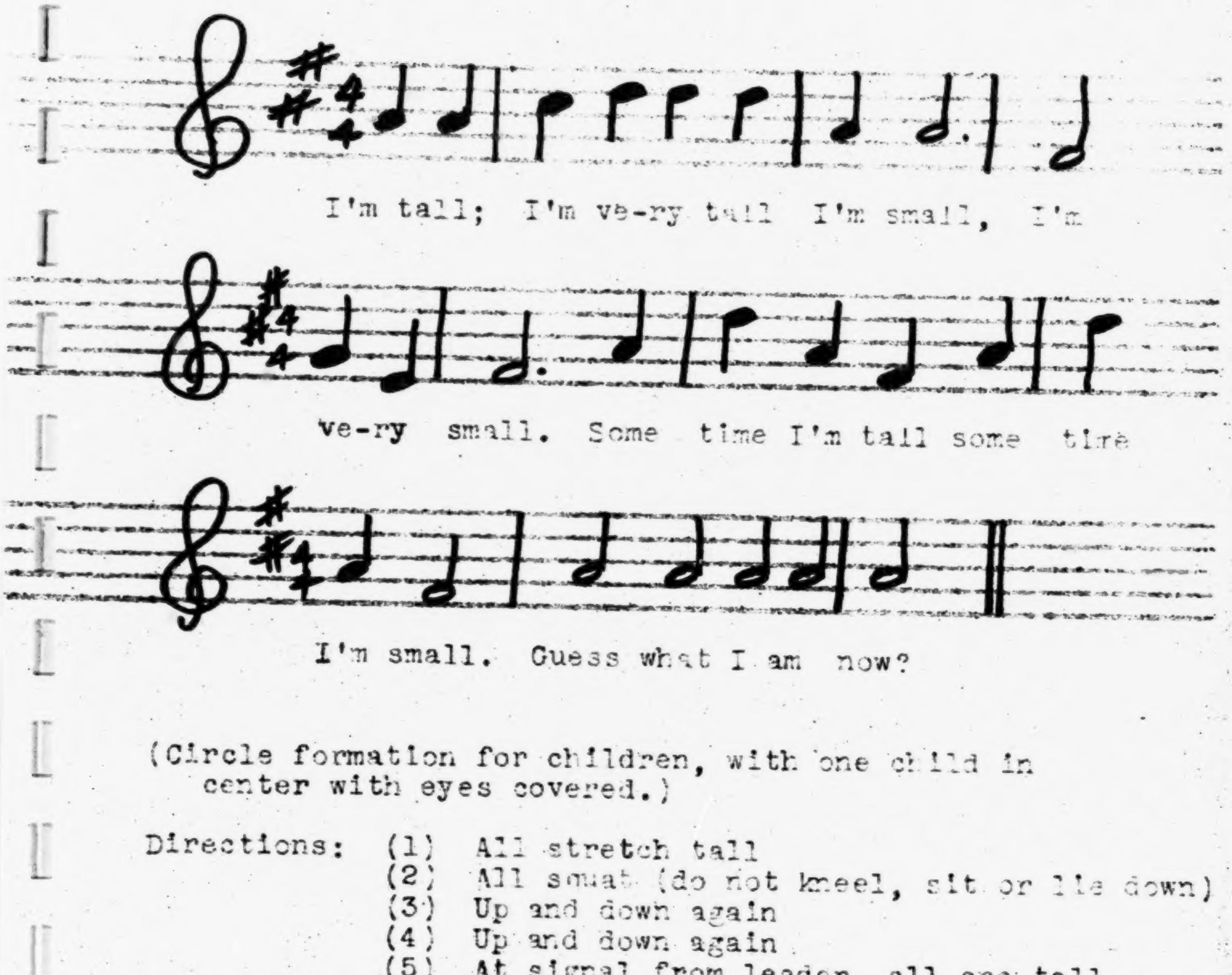
Variations: Sitting down positions: Use actions calling for movement of fingers, hands, arms, head, upper trunk, feet. (See below)

Standing position: Use actions calling for movement of the whole body.

Sitting	Standing
Open your mouth	Turn around
Raise your eyebrows	Swing your leg
Touch your ear	Jump up high
Wink your eye	Squat down low
Bow your head	Raise your knee
Wave good-bye	Touch your toes

At the end of each verse, children should repeat each action already (verbally and motorically) introduced. This is good for memory.

Tall? Small?


I'm tall; I'm ve-ry tall I'm small, I'm
ve-ry small. Some time I'm tall some time
I'm small. Guess what I am now?

(Circle formation for children, with one child in center with eyes covered.)

Directions: (1) All stretch tall
(2) All squat (do not kneel, sit or lie down)
(3) Up and down again
(4) Up and down again
(5) At signal from leader, all are tall or small.

Giants Tall

We'll play we're giants tall
As tall as tall can be. (Reach way up on tip toes)

And when we reach way up to the sky
The sun, moon and stars we'll see. (Look all around)

We'll bump our heads against the clouds (Take head in hand as if bumped)
Our hands we'll stretch so high. (Reach way up)

Till we feel the points of the tiny stars (Wiggle fingers as if feeling)
That hang up in the sky.

If I Were

"If I were a Brownie very, very small, I would play with the ants and the bees." (Bend over, touch the floor.)

"If I were a giant very, very tall, I would play with the birds in the tips of the trees." (Stretch up high)

"But I'm not a Brownie very small." (Bend down to floor again)

"I'm not a giant very, very tall." (Reach up high)

"I am just me." (Straighten up and point to self)

Action Song

(To the tune of London Bridge)

Children stand and touch or move each part of the body as it is mentioned in the song:

"Head and shoulders, knees, and toes,
Knees and toes, knees, and toes.
Head and shoulders, knees and toes,
Now stand at attention.

Right hand, right hand, up and down,
Up and down, up and down.
Left hand, left hand, up and down.
Now stand at attention.

Right foot, right foot, tap-tap-tap,
Tap-tap-tap, tap-tap-tap.
Left foot, left foot, tap-tap-tap,
Now stand at attention.

Both feet, both feet, jump-jump-jump,
Jump-jump-jump, jump-jump-jump.
Both feet, both feet, jump-jump-jump,
Now stand at attention.

This is my right hand, ha,ha,ha,ha,ha,
This is my left hand, ha,ha,ha,ha,ha.
That's why I'm laughing with delight
I know my left hand from my right!

Variations: legs, ears, eyes, elbow, knee, hips.

After My Bath

After my bath I try, try, try,
To wipe myself till I'm dry, dry, dry.
Hands to wipe and fingers and toes,
And two wet legs and a shiny nose.
But just think how much less time I'd take,
If I were a dog and could shake, shake, shake.

Blindfold

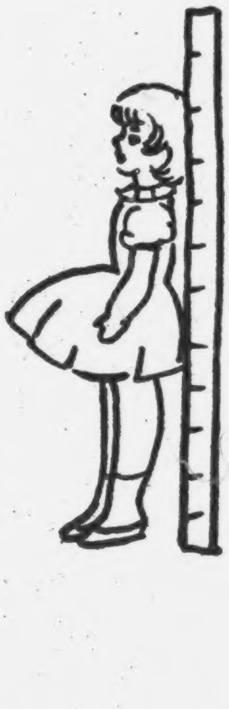
Materials: Scarves or stretch headbands work well as blindfolds.

Procedure: Lie on floor, relax, blindfolded ...touch body parts as named by teacher. May be put to music "Mulberry Bush", (This is the way I touch my head,etc.")

Fi, Fo, Fum

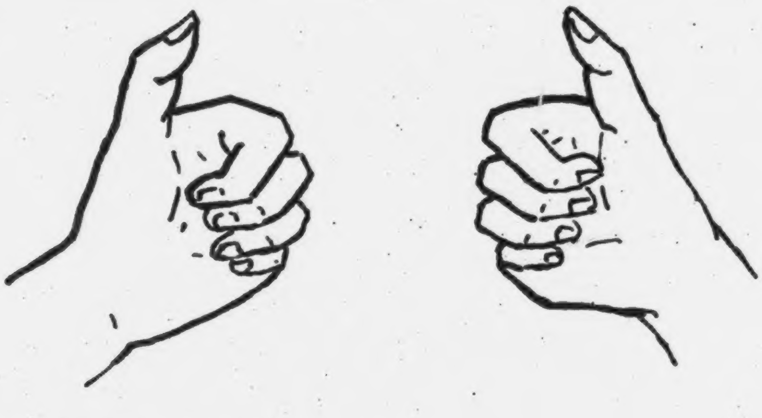
Fee, Fi, Fo, Fum,
Measure my arm,
Measure my nose,
Measure myself
Way down to my toes.
(From my head to my toes.)

Sometimes I am tall,
Sometimes I am small,
Sometimes I am very, very tall
Sometimes I am very, very small,
Sometimes small, sometimes tall
See how I am now!



Thumbkin

Where is thumbkin, where is thumbkin? (1)
Here I am, here I am. (2)
How are you this morning? (3)
Very well I thank you, run away, run away. (4)
Where is pointer, etc.? (5)
Where is middle man, etc.? (6)
Where is ring man, etc.? (7)
Where is pinkie, etc.? (8)
Where is the family, etc.? (9)



(1) Put hands behind back
(2) Bring 1st. fist forward, thumb up, then 2nd.
(3) Wiggle one thumb
(4) Wiggle second thumb. Return both behind back
(5) Index finger
(6) Middle finger
(7) Ring finger
(8) Little finger
(9) All fingers

This is an old favorite which is sung to the tune of "Frere Jacques."

Variation: Where are shoulders, Where are knees, etc.
These can be added.

Variations: Where are shoulders,
Where are knees, etc.?

I Have Ten Little Fingers

I have ten little fingers, ten little toes,
Two little arms and one little nose,
One little mouth and two little ears,
Two little eyes, for smiles and tears.

Twirl Around

This rhyme promotes body awareness and position in space, as well as to encourage careful listening as the words are varied each time.

Touch your (body part, as nose, elbows, heels, etc.)
Now touch the ground
Stretch for the (object in room, as clock, lights, flag, etc.)
And turn around!

I'm Glad
(To the tune of Yankee Doodle)

I am glad for 2 bright eyes
   (point to eyes)
To see the world so bright
   (look around)
To wink and blink and close so tight
   (wink, blink, close)
At bed time every night!
   (pretend to sleep)

I am glad for 1 little nose
   (point to nose)
To smell the flowers sweet
   (sniff)
And I am glad I have a mouth
   (point)
That can smile and talk and eat!
   (smile and chew)

I am glad for my little ears
   (point)
To hear the meadow lark
   (listen)
To hear the wind blow Oo-oo-oo
   (blow)
And hear the doggies bark!
   (place heels of hands together and move as dog's mouth)

I'm glad for my 2 hands
   (hold up)
That can clap and play
   (clap)
And I am glad for legs and feet
   (point to feet)
To run and skip all day!
   (run and skip)

My Head

This is the circle that is my head.
(Make large circle with both hands)

This is my mouth with which words are said.
(Point to mouth)

These are the eyes with which I see.
(Point to eyes)

This is my nose that's a part of me.
(Point to nose)

This is the hair that grows on my head.
(Point to hair)

This is my hat, all pretty and red.
(Place hands on head, fingers pointing up and touching)

This is the feather so bright and gay.
(Extend index finger upward along side of head)

Now I'm already for school today.

Head and Shoulders

Tune: "Here we go round the Mulberry Bush."

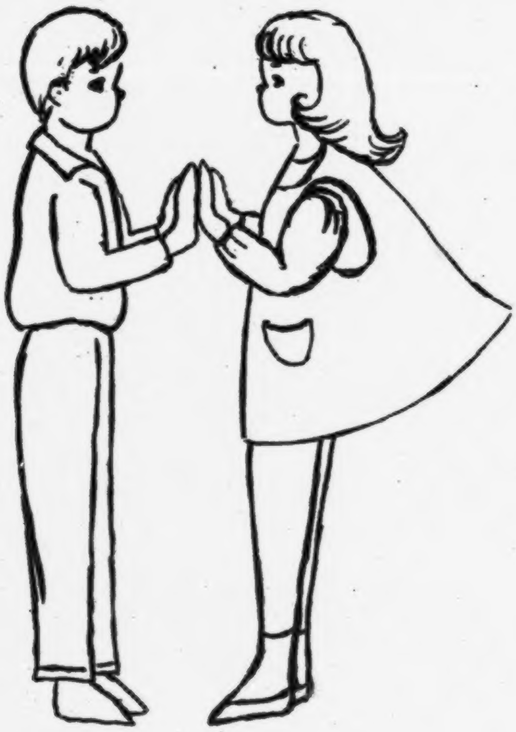
Head and shoulders, knees,and toes.
Head and shoulders, knees and toes.
Head and shoulders, knees and toes.
I know each part very well.

2. ears and elbows, hips and sides.
3. backward; forward, side to side.
4. smile and laugh, and ha-ha-ha!

Peas Porridge Hot

Children (two) face each other and follow instructions as they say "Peas Porridge Hot."

Clap both hands to thighs.
Clap both hands.
Clap right hand with partner.
Clap left hand with partner.
Clap own hands.
Clap both hands with partner.



AS

Little Puppet

Materials: verse, music, or record (Children's Record Guild)

Procedure: Child pretends he is a puppet with strings attached...acts out (marionette)

Here's a puppet boy
He's all wood from head to toe
And here's a puppet girl
She's as wooden as the boy.

Little puppet walk
With your arms-legs so stiff
Oh little puppet walk
Like a funny wooden doll.

Turn your head, head, head
First to one side then the other
Turn your head, head, head
Like a funny wooden doll.

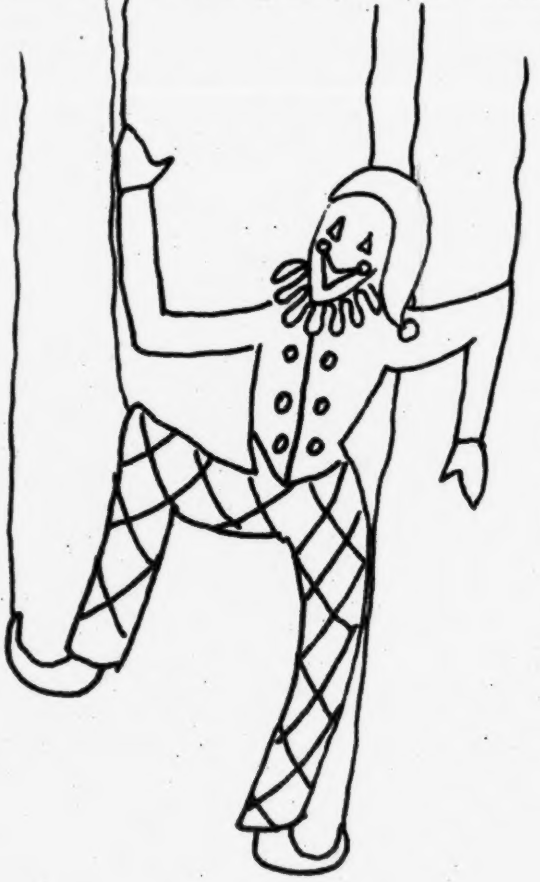
Lift your arms up high
Lift them up and down you drop them
Lift your arms up high
Like a funny wooden doll.

Touch your toes, toes, toes
Keep your arms and legs so wooden
Touch your toes, toes, toes
Can you touch them with your nose?

Down you flop, flop, flop
Up, I pull you up again
And down you flop, flop, flop
Like a droopy, floppy doll.

Little puppet dance
With your wiggly, puppety legs
Oh, little puppet dance
Like a droopity, floppity, doll.

Ainsi, font, font, font
Les petites marionettes
Ainsi, font, font, font
Trois petits tours et puis s'en vent.

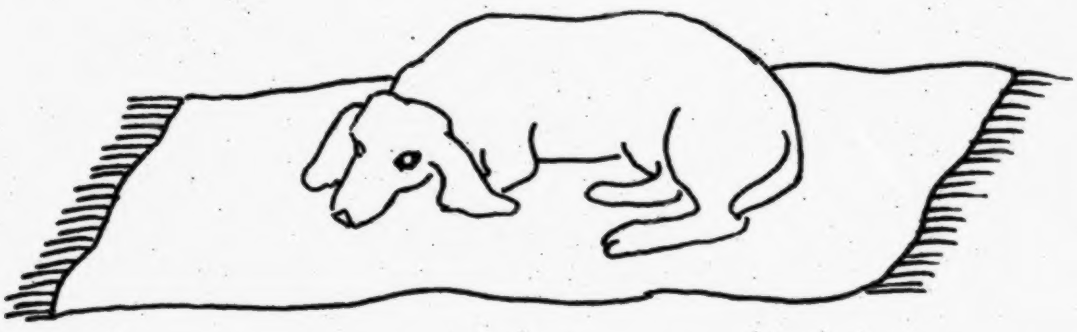


RELAXING EXERCISES

Tired Puppy

Materials: None

Procedure: Teacher; "Pretend you are a tired puppy. Find a place to rest. Yawn and stretch out. Open your mouth and pant. Curl up and go to sleep. Wake up and shake."



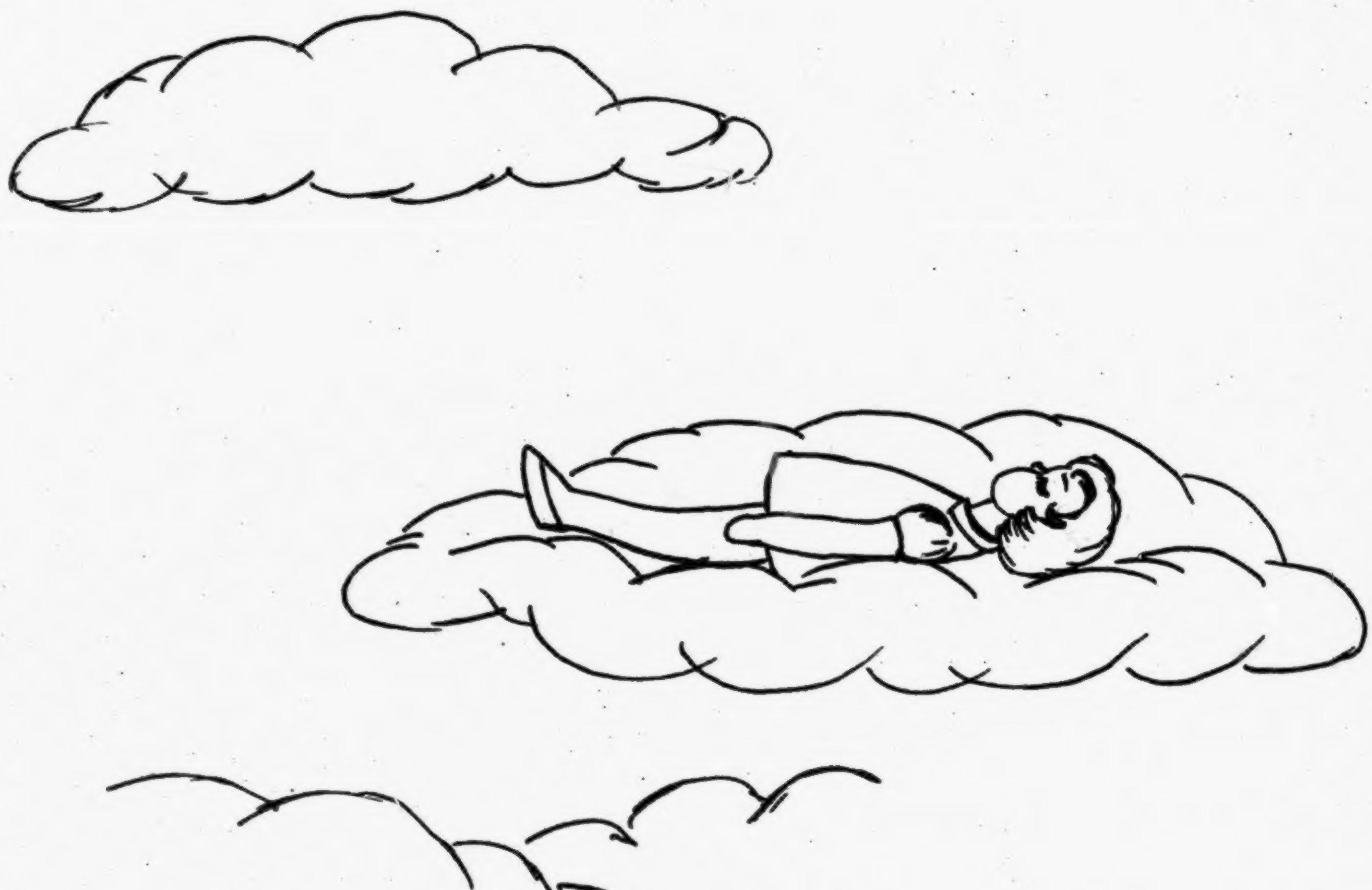
Resting

Materials: Rag doll

Procedure: Use a rag doll and demonstrate good resting positions by letting the children come up, hold up some part of the doll and then drop it. Do this with head, legs, arms, hands, feet. Then let some child demonstrate, using another child's body for the rag doll.

Floating Clouds

Children lie on mats or floor, with eyes closed pretending they are on a cloud floating through the sky. Soft, quiet music is played on piano or record player.



GAMES AND ACTIVITIES

Big Chief

Materials: None

Procedure: One child is the "Big Chief" and stands in the center of the group. The other children are Indians, who pair off in two's and scatter about. The Big Chief calls out directions for the others to follow........

1. Touch your ear
2. Touch your nose
3. Point to your left toe
4. Point to your partner's left toe
5. Shake your partner's right hand, etc.

After giving several directions, the leader calls, "Big Chief".... Everyone stands still. "Big Chief" then calls a child's name. The child becomes "Big Chief's" partner. The children change partners, and the remaining child becomes the new "Big Chief."

Which Part Moved?

Materials: Doll and place for child to hide

Procedure: Put a doll with movable parts in a doll's bed in a circle of children. Have one child go up and look at the doll, and then have him hide in the closet. Another child is chosen to come up and move one part of the doll. The child comes back from closet and tells what part of doll has been moved.

If he is correct, he gets to move a body part for the next child.

This game may be varied by having a child in place of the doll, pose as some person, a policeman, fireman, doctor, principal, etc.

Mirror, Mirror

Materials: None

Procedure: The teacher is the mirror. The children must imitate the movements of the "mirror" which immediately follow "Yes Siree."

"Mirror, Mirror
Look and See
Can you do this?
Yes Siree!"

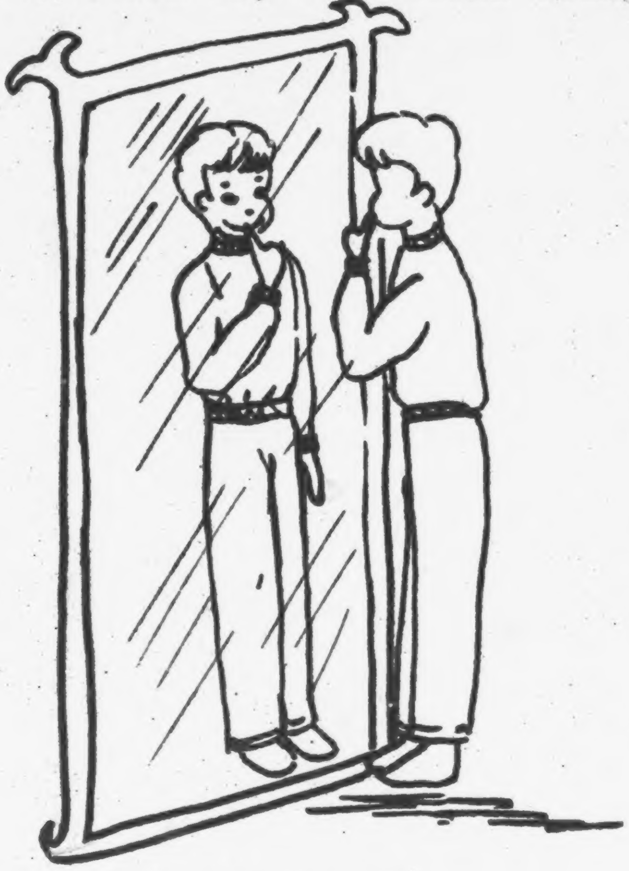
Sitting examples:

1. Close eye (l,r.)
2. Close both eyes
3. Open mouth
4. Raise arm (l,r.)
5. Raise both arms
6. Hold up finger(s)
7. Nod head, (yes, no)

Standing examples:

1. Bend from waist (l,r)
2. Bend knee (l,r)
3. Point toe (l,r)
4. Step in place
5. Stretch
6. Jump in place

(Work toward establishing rhythm of verse so that children will know when to stop without checking the movements of the mirror.) Children who have exhibited the pattern may take turns being the mirrors.



Mirror Fun

Materials: full size mirror

Procedure: This game is good for a small group.

1. One child is chosen to stand before the mirror. He says the verse:

"Mirror, mirror on the wall,
Help me find the part they call."

2. Now, a child from the group calls the body part to be found. ("Find your neck," etc.)

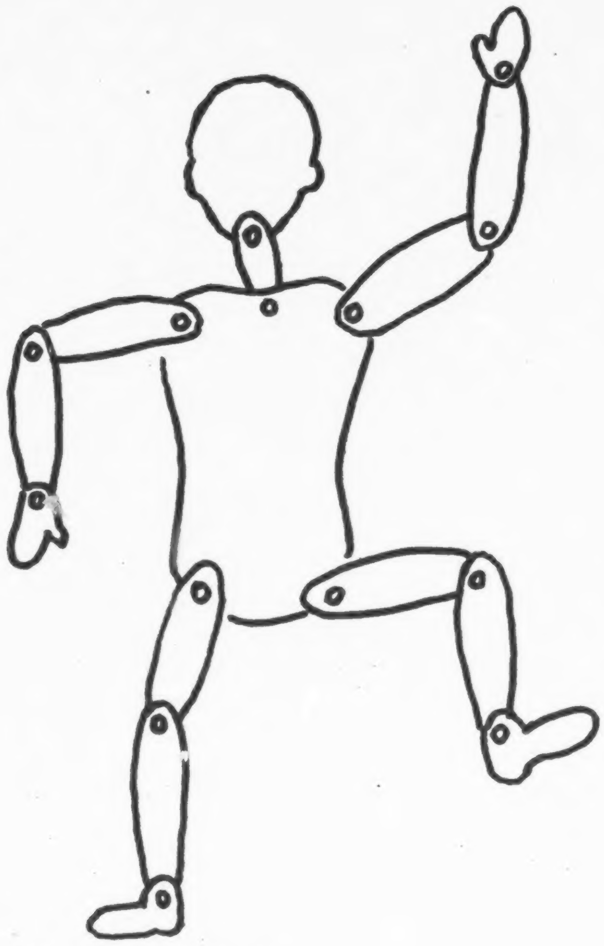
3. The child can only look at his reflection to find the body part. If he misses, the child giving the directions gets to stand before the mirror.

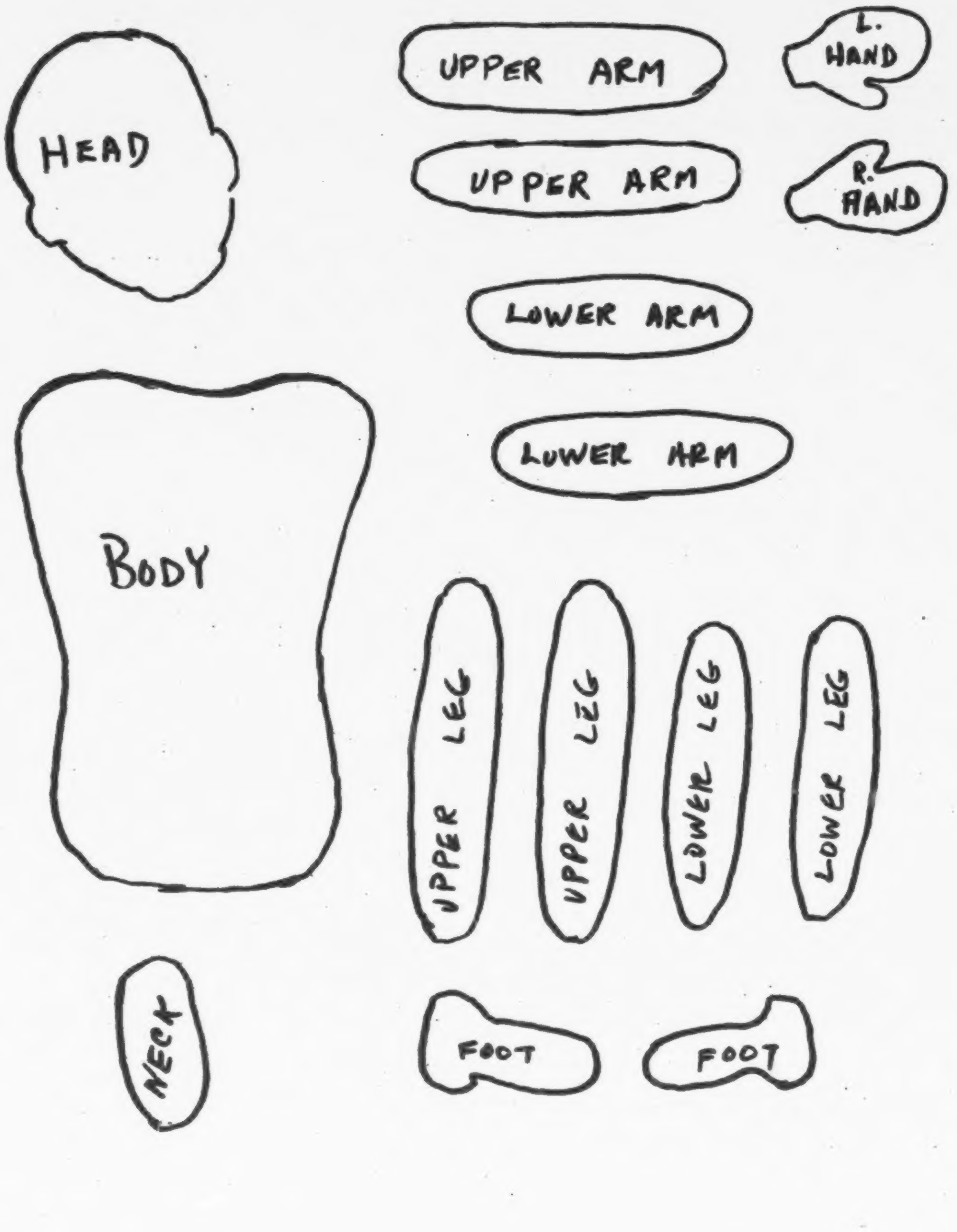
4. After a while, if the mirror child makes no mistakes, he may choose his successor.

Put-Together Puppet

Materials: cut out of wood, paper, cardboard or cloth,(See pattern on following page)brads

Procedure: Child assembles puppet by fastening at joints so parts are moveable. Identification of parts and movement of parts can be discussed as a part of the activity. The teacher could also have a large Put-Together puppet and children could imitate the position of the large puppet or use their own puppets in "Make yours look like mine," a position in space experience.




HEAD
UPPER ARM
L. HAND
UPPER ARM
R. HAND
LOWER ARM
LOWER ARM
BODY
UPPER LEG
UPPER LEG
LOWER LEG
LOWER LEG
NECK
FOOT
FOOT

Busy Bee

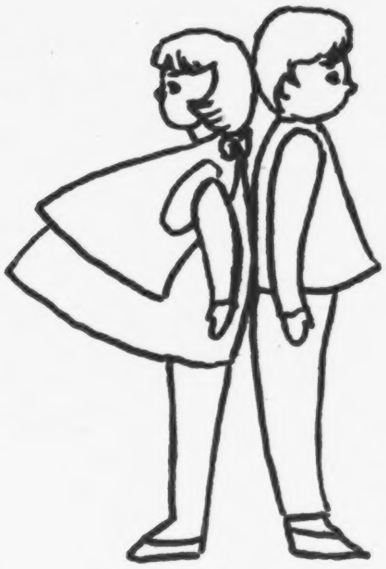
Materials: none

Procedure: The children choose a partner and stand facing each other in a scattered formation. The teacher gives any of the following commands and the children respond:

Back to back
Elbow to elbow
Knees to knees
Heels to heels
Face to face

Ear to ear
Right hand to right hand
Left hand to left hand
Right knee to right knee

On command "Busy Bee", the children leave this partner and move to another one.



Large Figures

Materials:	large pieces of paper, paints, crayons, scissors
Procedure:	One child is chosen for model. He lies down on large paper. Children trace around him. Features and clothes are painted or pasted on. Cut out. Ideally one could be made for each child.

Giants

Materials:	2 large paper body cutouts
Procedure:	Children sit in circle around cut-outs. Two children are chosen to compete in putting parts together at a given signal. The one who completes his or her body first is the winner. The children lie down beside the giant figure, imitating the same positions. The game can become progressively more complex during the school year by making the cut-outs in smaller pieces, or by changing the basic body position, or by adding number of figures to be put together.

Glove Game

Materials: 12 different gloves or mittens

Procedure: Two children sit on floor with a row of six different gloves in front of each of them. At a given signal, each child picks up a glove and runs to some child with hands up in group, putting glove on correct hand.

The child finishing his row of gloves first, wins the game. This can be varied by having the children stand with their backs to contestants, hands out with palms up and forward.

Excuse Me!

Materials: crayon, paste, scissors, paper, facial tissue

Procedure: After discussing precautions to take when one has a common cold, recite poem for children.

"When I'm at school
With other folks
And I just have to sneeze,
Up to my nose
My hankie goes
And I say, "Excuse me, please!"

Children draw picture of their faces, adding proper color for their own hair and eyes. Faces are cut out, and "hankie" pasted between nose and mouth.

Variation: Give child 6" x 6" squares. Child draws around hand which is used to hold handkerchief to nose of paper face above.

Stuffing Figures

Materials: long underwear, old clothes, wooden frame, Christmas tree stand.

Procedure: Children make a life sized figure by crushing single pieces of newspaper and stuffing it into long underwear. All the children can take part in this activity and it always turns out to be an experience which is fun and exciting for them. After the underwear is stuffed (arms, body, legs) dress the figure with appropriate clothes. Accessories may be added.

Suggestions: clown, community helper, seasonal subject (Santa, Snowman)

Make Johnny Disappear

Materials: chalkboard

Procedure: Draw a figure of a boy on blackboard. Have children come up one at a time and erase some part of Johnny, naming the part as he does so.

Variation: While group has eyes closed, erase one part of the figure. On signal group open eyes and try to guess which part has been erased.

Make A Person

Materials: none

Procedure: 1. Talk about body...demonstrate on child before group.
2. Elicit..What should I draw first? Proceed with additional parts of body encouraging each child to participate.
3. Have children show where to put parts by coming up and pointing on board.
4. After completion...children close eyes, part of body is erased..open eyes.. What part is Missing?

Geometric Form Fun

Materials: hoops and geometric forms

Procedure: Use after experiences with Frostig Faces. Put colored hoop in center of circle, scattering about triangles, squares, circles, rectangles colored paper.

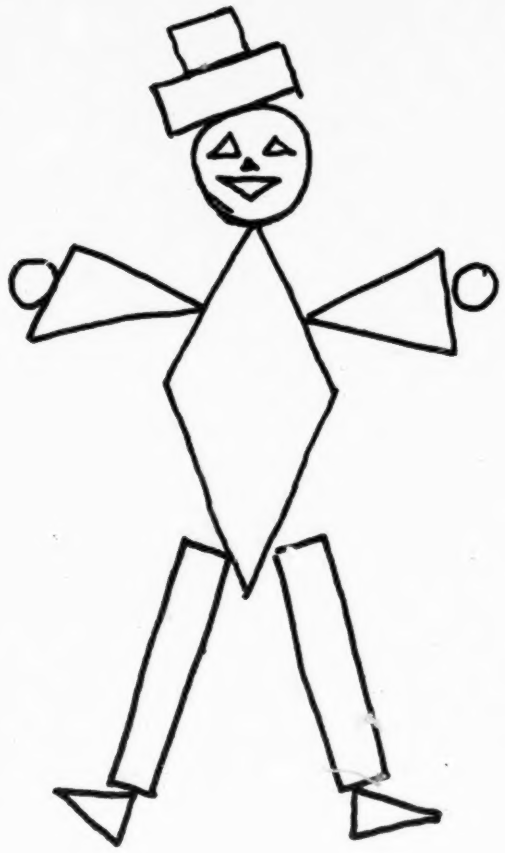
At a given signal, the same child attempts to make a Jack-O-Lantern or clown face or Santa face with the objects presented. This is a good individual activity.

Put Body Parts Together

Materials: large construction paper, stenciled copies of body parts, scissors and paste

Procedure: Show children stencil. Cutout one sample and paste it on construction paper. Then ask children to cut out body parts and arrange on page. Look at each child's work before he pastes.

(Some children unable to cut on lines... have pre-cut marked parts.) Children should have examined large cut-out figure previously.



Angels In The Snow

Materials: none

Procedure: 1. Ask child to lie on floor with his arms at his sides and feet together.
2. Slowly he slides his arms until they are above his head with his two hands touching.
3. Next he moves his feet apart, keeping his heels on the floor during the movement.
4. Arm and leg movements are now made simultaneously.

Children enjoy hearing that this activity can really be done in the snow if they have their outdoor play clothes on. It's fun for them to see the angel that they made themself. This often serves as a suggestion for some snowy day fun for the children to do at home. They enjoy coming back to school and telling about making an "angel."

Birthday Calendar

Materials: monthly calendar and snapshots of children

Procedure: 1. At the end of each month, request a snapshot from the parents of each child having a birthday in the coming month.
2. Attach picture of the child to the calendar on the date of his birthday.

Work and Play In Our Room

Materials: 1 camera, Polaroid, if possible

Procedure:
1. Take a picture of each child in the room participating in an activity or playing with a toy.
2. The children enjoy seeing the pictures mounted and they identify themselves and others.

This serves an effective means of letting parents see some of the room activities.

Class Activities Inventory

Awareness of Self
Development of Independence

	(Age)	Cathy M.	Michelle R.	Wendy R.	Sally H.	
Points to own: eyes, nose, hands, ears, arms, legs, head, hair.	2½	✓	✓	✓	✓	1-16-67
Steps over Obstacles.	2	✓	✓	✓	✓	1-18-67
Avoids Simple Hazards.	3	✓	✓	✓	✓	1-18-67
Ducks under Obstacles.	3	✓	✓	-	✓	1-18-67
Washes & Dries own Hands	3-4	✓	✓	-	✓	1-20-67
Takes Care of own Toilet needs.	4-5	✓	✓	-	✓ ab.	1-23-67 1-20-67
Knows Front/Back of Clothing.	4	-	✓	-	✓	2-6-67
Can Dress Self/Gives Full Name.	3½	-	✓	-	✓	1-20-67
Names Body Parts: eyes, nose, hands, feet, ears arms, legs, head, hair.	3½	✓	✓	✓	✓	1-16-67
Parallel Play only.	2	✓	✓	✓	✓	1-3-67
Initiates own Activities.	3	✓	✓	-	✓	1-3-67
Understands Taking Turns.	3	✓	✓	✓	✓	1-3-67
Associative Play.	3½	✓	✓	-	✓	1-3-67
Cooperative play	3-4	-	✓	-	✓	1-3-67
Competitive Play	4-5	-	✓	-	✓	1-3-67
Knows Left from Right	5	-	-	-	-	2-20-67

Commercial Materials

Materials

Flannel board - Milton Bradley; Springfield, Mass.
Body parts (flannel) - Locally assembled
Magnetic board - Milton Bradley; Springfield, Mass.

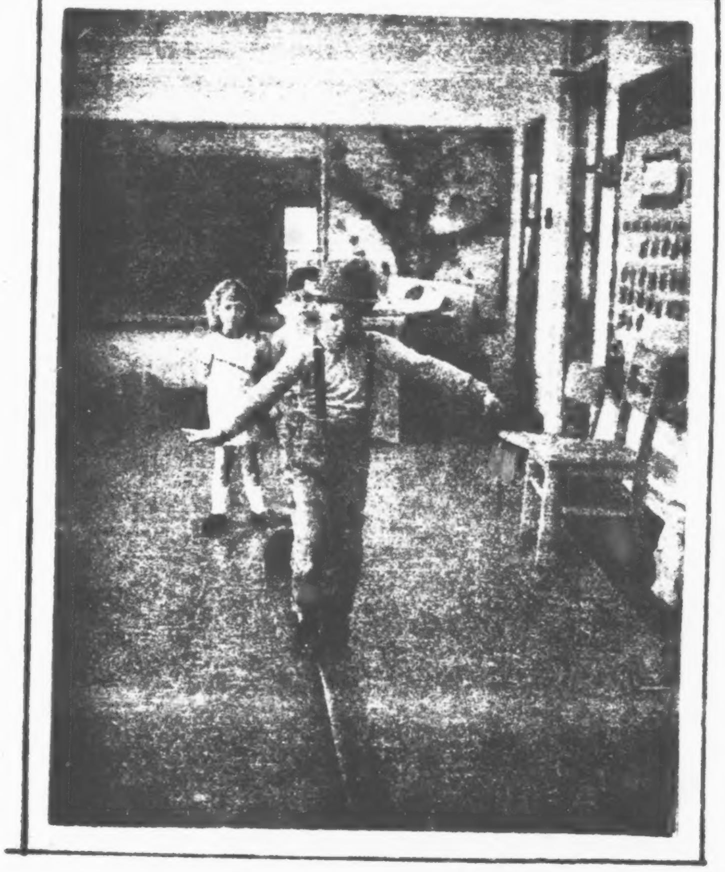
Books

Frostig, Marianne; The Developmental Program in Visual Perception, Beginning Pictures and Patterns (Teacher's Guide); Chicago, Illinois; Follett Publishing Company; 1966.

See selections under gross motor p.88.

Records

See selections under gross motor p.89.



Gross Motor Activities

Large muscle activities involve an important segment of each young child's day. It is necessary for children to have periods of movement and exercise whether it be free play outdoors or directed games inside. The following games and activities should be of value for all children.

Greater emphasis will be placed, though, for the child who seems to have difficulty, as attempts are made to run, hop, jump, throw, catch, balance, climb, descend, or bend. On p.87 is a copy of a segment of a class inventory sheet which should aid the teacher in evaluating her class and in pinpointing for each child the specific skills which need to be stressed.

Activities Emphasizing Awareness of Gross Motor Skills

BASIC BODY MOVEMENTS

Movement Fundamentals

Locomotor

- walk
- hop
- jump
- run
- leap

Body

- swing
- bend
- stretch
- push
- pull
- twist
- strike
- dodge
- shake
- bounce

Locomotor Combinations

- skips
- slide
- gallop
- climb
- kick
- crawl

Body Combinations

- bend and stretch
- swing and push
- push and pull
- strike and dodge
- bounce and pull

Locomotor and Body Combinations

- leap and swing
- hop and shake
- skip and bounce
- walk and twist

Chants

Many young children naturally add verbal accompaniment to everything they do. We can capitalize on this and let them chant or sing through many of the above body movements. Movement may be varied in many ways and such poems as "The Grand Old Duke of York," or A.A. Milne's "Hoppity" can be used. For example, walking may be done on tip-toes or with big or little steps; with knees bent or straight; backward or forward. Definite patterns may even be established... follow the leader, or walk in a square or a triangle. This will not only add a new dimension to movement but will enrich the activity and help the children to develop a smooth and rhythmic response and expression.

Walking

Walking should be easy and free with a swinging movement.

Chants for Walking

Hear the beat, beat, beat
Of the feet, feet, feet
Of the children as they walk
In the street, street, street.
Marguerite Schuberth

Three funny old men from our town
Went out for a walk one day,
The wind blew so hard
That it turned them around,
And they walked the other way,
Yes, they walked the other way.
Nursery Rhyme

Running

Running should be light and joyful. To help develop balance in running hands can be extended in front or to the side of the body.

Chant for Running

We'll follow our leader,
Away we will go,
Away we will go,
Away we will go.
We'll follow our leader,
Away we will go,
Far away, far away we will go.
Dutch Nursery Rhyme

Tiptoeing

Tiptoeing should be light and easy. This helps to strengthen muscles in the feet and it is a good activity for balance.

Chants for Tiptoeing

Lightly, lightly tiptoe,
Not a single sound,
Lightly, lightly tiptoe,
Gently move around.
First Grader

Creepity-creep, creepity-creep.
Shush! Shush! Shush! Shush!
Creepity-creep, creepity-creep,
There's a great big secret to
keep!
Third Grader

Jumping

A good jump will have enough spring from the floor to go high or wide in the air, and enough mobility in the feet, ankles, and knees to land without crash or noise.

Chants for Jumping

High-jumping is fun,
High-jumping is fun,
High-jumping is fun
For everone.
First Grader

Jack be nimble,
Jack be quick,
Jack jump over
The candlestick.
Nursery Rhyme

Galloping

A gallop is characterized by having one foot in front all of the time and moving with a bouncing motion. The rhythm will be greater if the knees are bent higher. Children should change and let alternate foot have the lead.

Chants for Galloping

To market, to market
To buy a fat pig.
Home again, home again,
Rig-a-jig-jig.
Nursery Rhyme

I had a little hobby horse,
His name was Tommy Gray;
His head was made of peas-straw,
His body made of hay;
I saddled him and bridled him,
And rode him up to town;
There came a little puff of wind
And blew him up and down.
Nursery Rhyme

GM

Hopping

Children can learn to chant hopping patterns and alternate feet. In the beginning a child might need support from the teacher or a stationary object. Often a child can hop on his dominant foot but will have great difficulty alternating feet. Practice will bring him more success.

Chants for Hopping

Handy-Spandy, Jacky-Dandy
Loves plum cake and sugar candy.
He bought some at the grocer's shop
And then away went hop, hop,hop.
Nursery Rhyme

Skipping

Skipping can be a natural outgrowth of hopping. The children should start in a moderate hopping pattern, "1,2 change feet.,1,2," gradually the tempo should increase and for many children this will develop into a skip.

Chant for Skipping

Pop Goes The Weasel

All around the cobblers bench,
The monkey chased the weasel,
The monkey thought t'was all in fun,....
Pop goes the weasel!

A penny for a spool of thread
A penny for a needle,
That's the way the money goes,
Pop goes the weasel!

Sliding

This is an easy and satisfying movement for young children. It should be smooth and may be done forward or backward, or sideways.

Chants for Sliding

Skating around on the ice, we fly,
Gliding go,
Gliding go;
Frosty the weather and clear the sky;
Skating around we go.

Roll, rolling along,
Roll, rolling along!
The wheels are whirling a happy song,
Roll, rolling along!

Bending and Stretching

Stretching will make the body seem straight and tall, bending will make it curvy and crooked. These are good movements for relaxation.

Chants for Bending and Stretching

I'm all made of hinges,
And everything bends
From the top of my neck
Way down to the ends.
I'm hinges in front
And I'm hinges in back;
But I have to be hinges
Or else I'd crack.

The elm will stretch and stretch
so wide,
It reaches out on every side;
The pine will stretch and
stretch so high,

It reaches up to touch the sky;
The willow droops and droops
so low,
Its branches sweep the ground
below.

Swinging, Swaying

This may be forward or backward, sideways or circular in direction.

Chant for Swinging, Swaying

Hickory dickory dock,
The mouse ran up the clock,
The clock struck one,
The mouse ran down,
Hickory dickory dock,
Tick-tock.
Nursery Rhyme

Turning, Twisting

Turning is a stimulating movement. The feeling of dizziness can be avoided if the direction is reversed frequently.

Chants for Turning, Twisting

Round about
And round about
And round about and round about
And round about
And round about
I go.
A.A. Milne

Like a leaf or feather
In the windy weather,
We will whirl about and
twirl about
And then sink down to-
gether.
Marguerite Schuberth

The preceding activities were adapted from the American Singer Book I; American Book Company; 1950.

Additional suggestions for moving with poetry are following. All poems listed below may be found in the Arbuthnot Anthology, compiled by May Hill Arbuthnot, Scott Foresman and Company, 1958.

	Page
The Cupboard by Walter de la Mare	7
Indian Children by Annette Wynne	31
Mrs. Peck-Pigeon by Eleanor Farjean	50
The Little Turtle by Vachel Lindsay	59
Hoppity by A.A. Milne	86
The Grand Old Duke of York (Mother Goose)	86
Hippity Hop to Bed by Leroy Jackson	86
The Swing by Robert Louis Stevenson	94
Marching Song by Robert Louis Stevenson	98
Merry-Go-Round by Dorothy Baruch	101
There Once Was a Puffin by Florence P. Jaques	110
The Monkeys and the Crocodile by Laura E. Richards	112

Follow the Leader

Materials: none

Procedure: When going from homeroom to the gym or playroom, it is helpful to have the children "follow the line," (tile or metal lines in hallways). The leader should choose a particular method of travel, such as walking on tiptoe, arms overhead, skating, etc. This is fun for the children and helps them to move in orderly fashion. It also promotes balance and good motor control

Exploring Movement with Our Bodies

The following body and eye movements have been adapted from the Physiology of Readiness, by Kane, Getman. After late Spring 1968 the revised edition of this book will be available through McGraw-Hill Publishing Company, Manchester, Missouri.

We have adapted activities of practice in general coordination which comprises only a segment of the complete Physiology of Readiness Program. For our purposes at the Pre-Kindergarten Center in working with 4 and 5 year olds we have attempted to simplify many of the activities.

It is difficult for young children to deal with too many variables, so we have laid great emphasis on the general exposure to the explorations of the body parts, their movements and combinations, rather than to expect perfection of movement in these activities. The addition of music has been a great asset to the performance and has brought a positive response from the children.

These specific activities are used with approximately 12 children at a time. Two teachers are with the group, one at the piano, and the other singing the children through the directions for body movement.

A tape of the activities is available through the Pre-Kindergarten Center.

The following suggestions should be helpful in working with these activities:

1. Before introducing any movement to the children, the teacher should practice and move through it herself.

2. A demonstrator child is always chosen and the other children stand around him and watch as teacher helps him move through the new activity.

3. Often before starting the activity, a restful selection of music is played which helps the children to relax and "melt" into the floor.

4. Sides of the room, (left, right) for our purposes with young children should be designated with red and blue indicators (X's, circles, etc.)... something familiar to children.

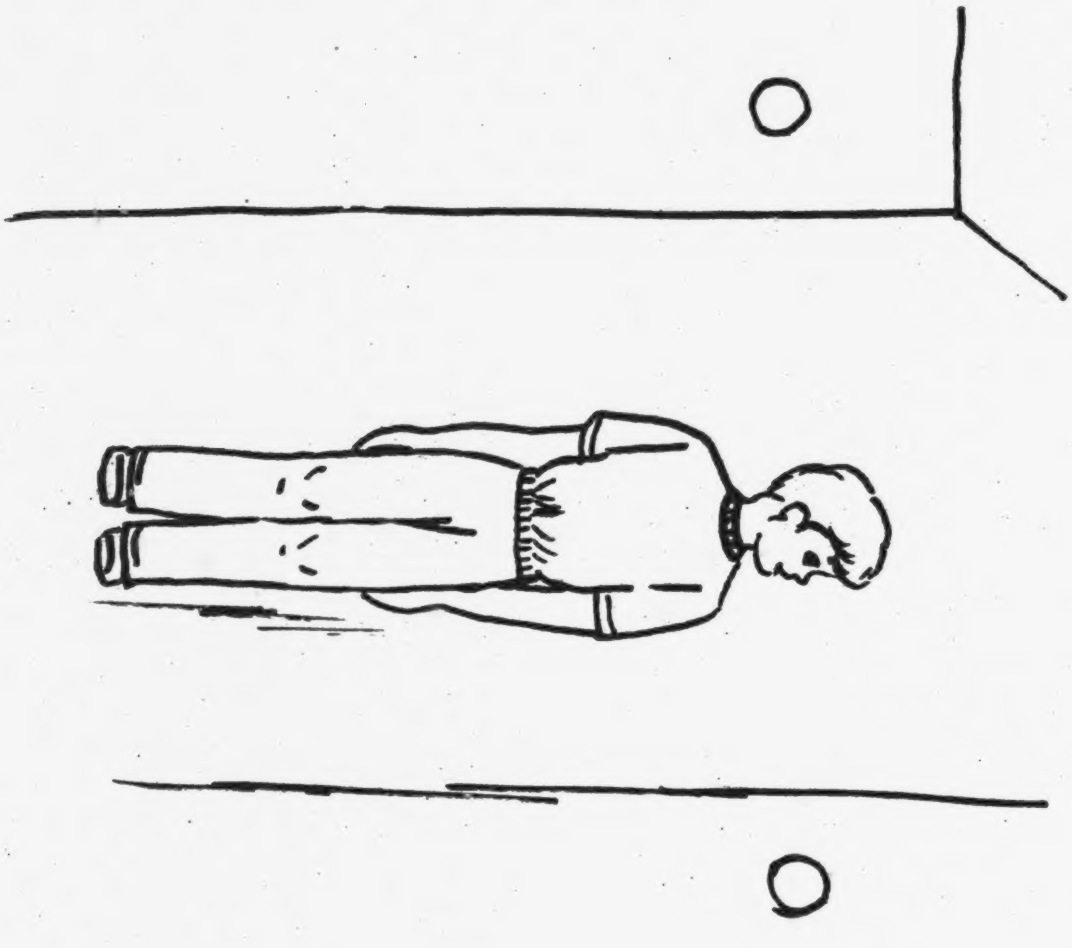
5. Music and words will follow each series of body movements.

Movement A

I. Head Roll

1. Children are to look at their "spot" (imaginary or real - if room has acoustical tile) on the ceiling.

2. Direct children to turn heads to the blue (blue circle on side wall), turn to the red (red circle on opposite wall) and then turn and look back at their spot. Encourage children to lead with their eyes, and not to move their bodies.



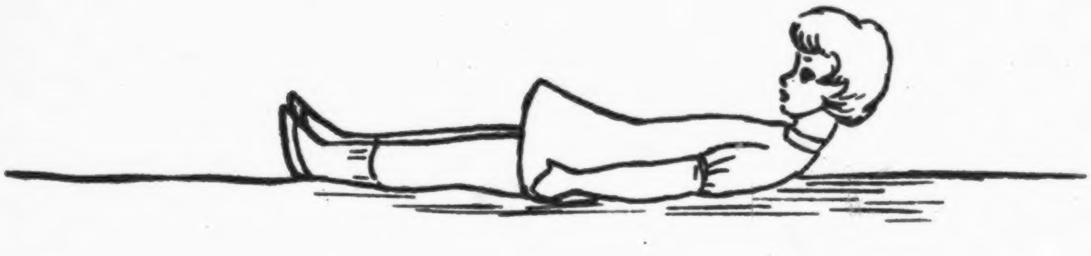
GM

II. Head Lift

1. Children in position on their backs looking directly up at their "spots."

2. Direct children to lift their head, so their chin rests on their chest, and look at their toes.

3. Return head to floor position. (This is difficult for some children and they will need gentle help in lifting their heads at first.)

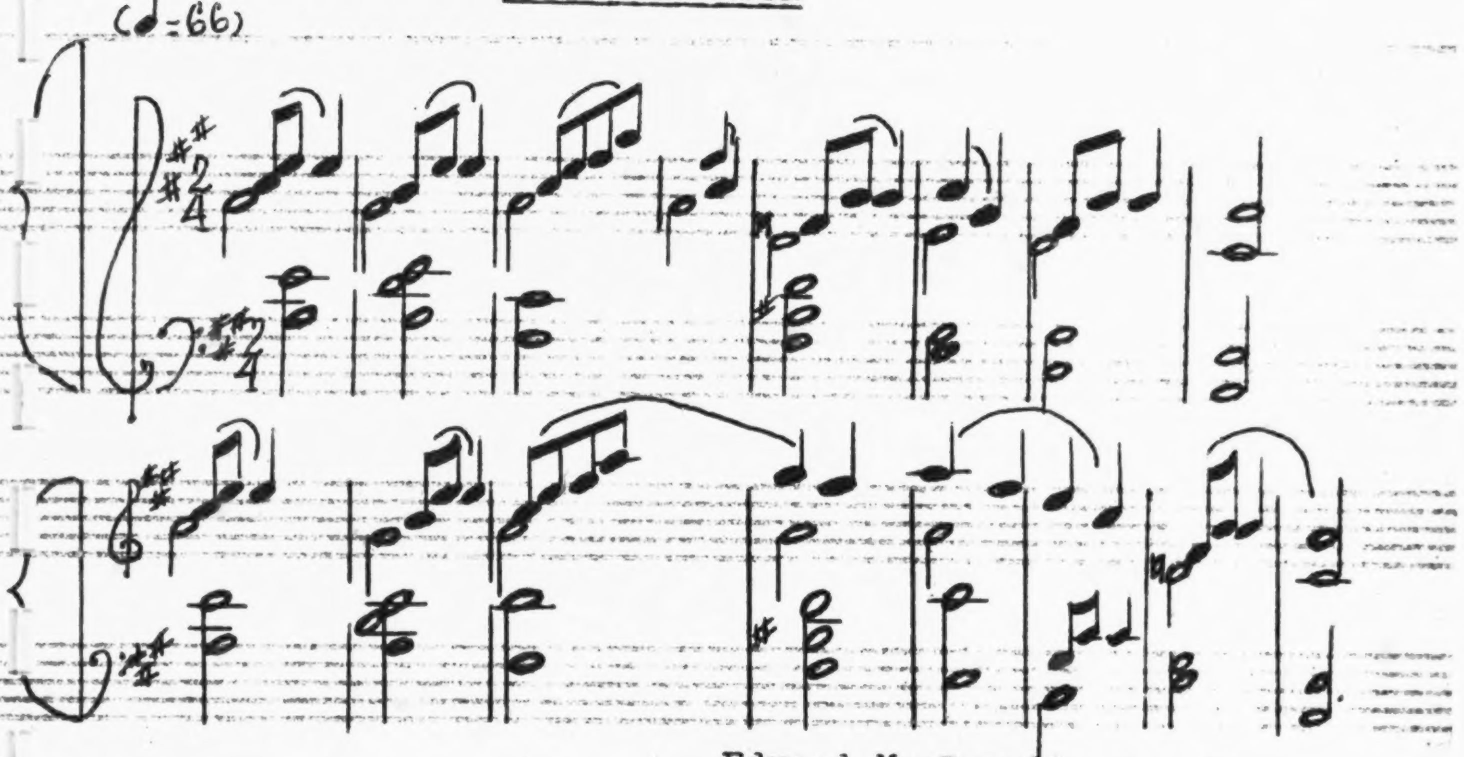


III. Head Lift and Roll

1. Have children look at red circle.

2. Direct children to lift and turn head, (roll) look down at their toes, and turn to see opposite side circle (blue). Now lift and turn head (roll), look down at toes, and turn to red.

TO A WILD ROSE



Edward MacDowell, Op. 51
The Magic of Music

1. (Head Roll-Red and Blue are used to designate X on opposite walls of room)

Turn your head	to the blue	turn it	to the re...d	back now	to blu.e	back to your	spo.t

2. (Head Lift

Lif..........t and	see your toes	back and	see your sp...t	lif.t and	see your toes	back to	your spo.t.

3. (Head Lift and Roll)

Roll and	Rol...l	up and	loo..k	dow.	.n	rol...	l to blue
Roll and	Rol...l	up and	loo..k	dow.	.n	rol...	l to red.

GM

Bilateral Action
(Puppet)

I. Bilateral Arm Movements

1. Slide arms along floor (with elbows straight and relaxed) until hands meet above head.

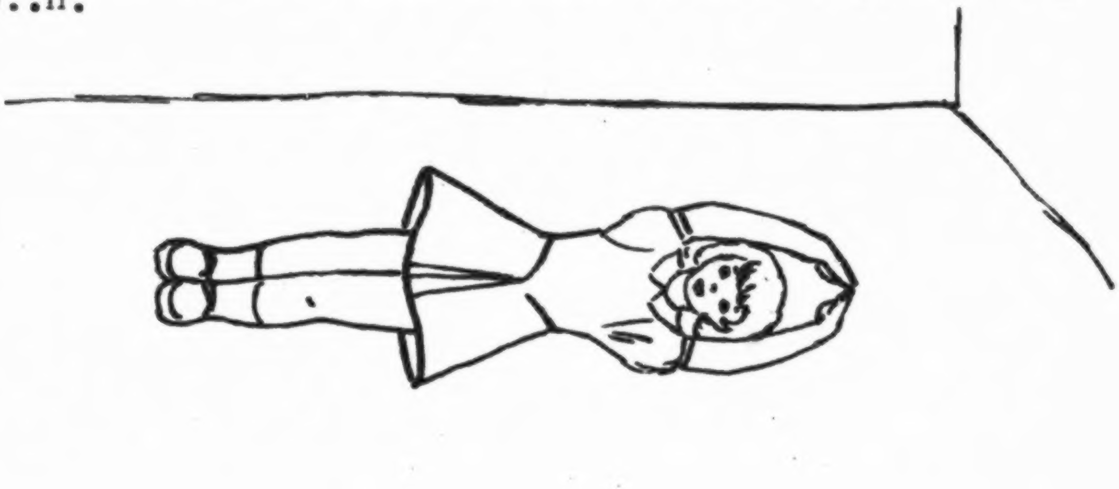
2. Slide arms back down to side.

3. Encourage children to look at their ceiling "spot" during activity.

The Bear Went Over the Mountain
(Bilateral Movements)

1. **Bilateral Arm Movements**

Little puppet raise ar..ms. Little puppet bring dow..n.
Little puppet raise ar..ms. Little puppet bring dow..n.



II. Bilateral Leg Movements

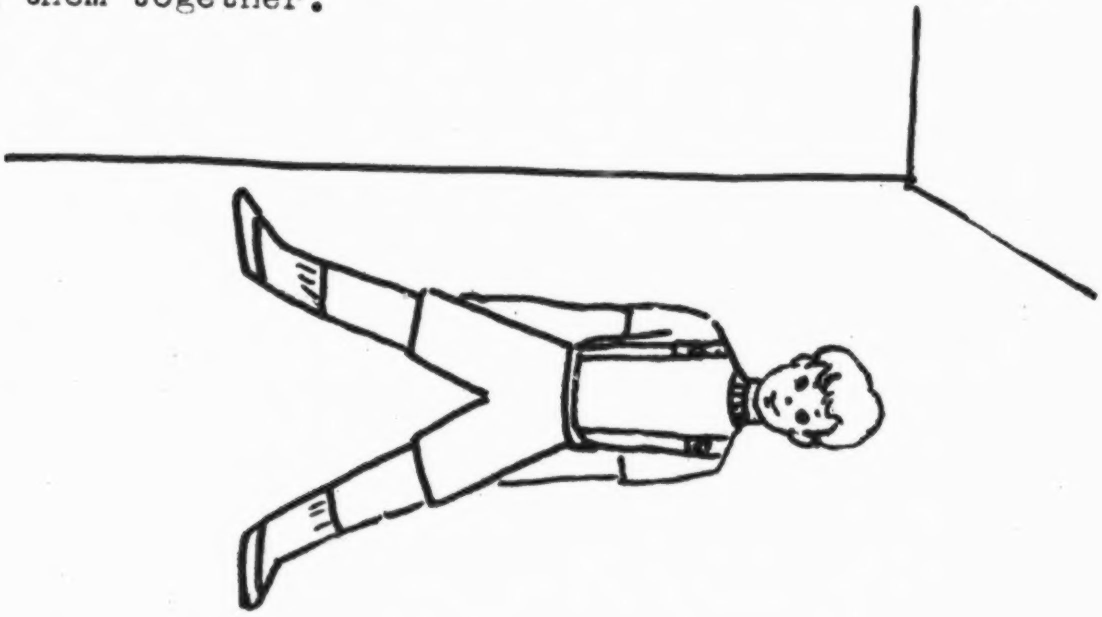
1. Stretch and slide legs apart as far as they will go, keeping them straight and relaxed.

2. Slide legs back so heels are touching.

3. This is fun to do with shoes off, so children can feel the floor as they slide their legs. (Encourage children to look at their spot during activity.)

2. Bilateral Leg Movements

Little puppet stretch your le...gs. Little puppet bring them together.
Little puppet stretch your le...gs. Little puppet bring them together.



III. Head and Arm Movements

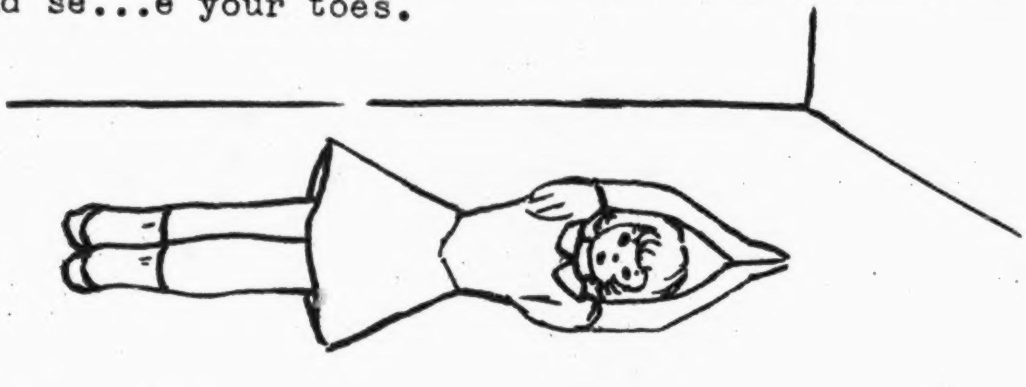
1. Slide arms to position above head and clap.

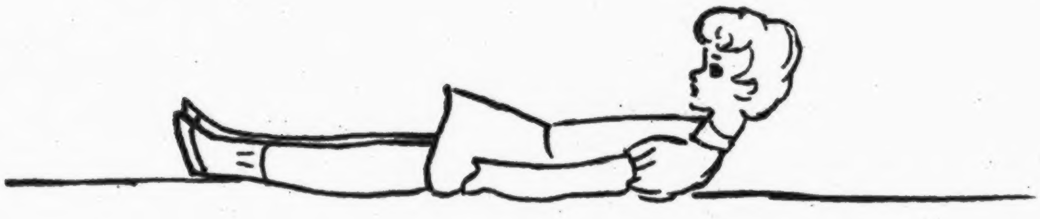
2. As clap is made the children should attempt to "see" their hands by looking back over their eyebrows.

3. Now bring arms back down to the sides, lift head, look and see toes. (Encourage children to make a flowing movement with their eyes, but not to lift body off floor or arch back.)

3. Head and Arm Movements

Little puppet raise your arms and clap. Bring them down and se...e your toes.
Little puppet raise your arms and clap. Bring them down and se...e your toes.





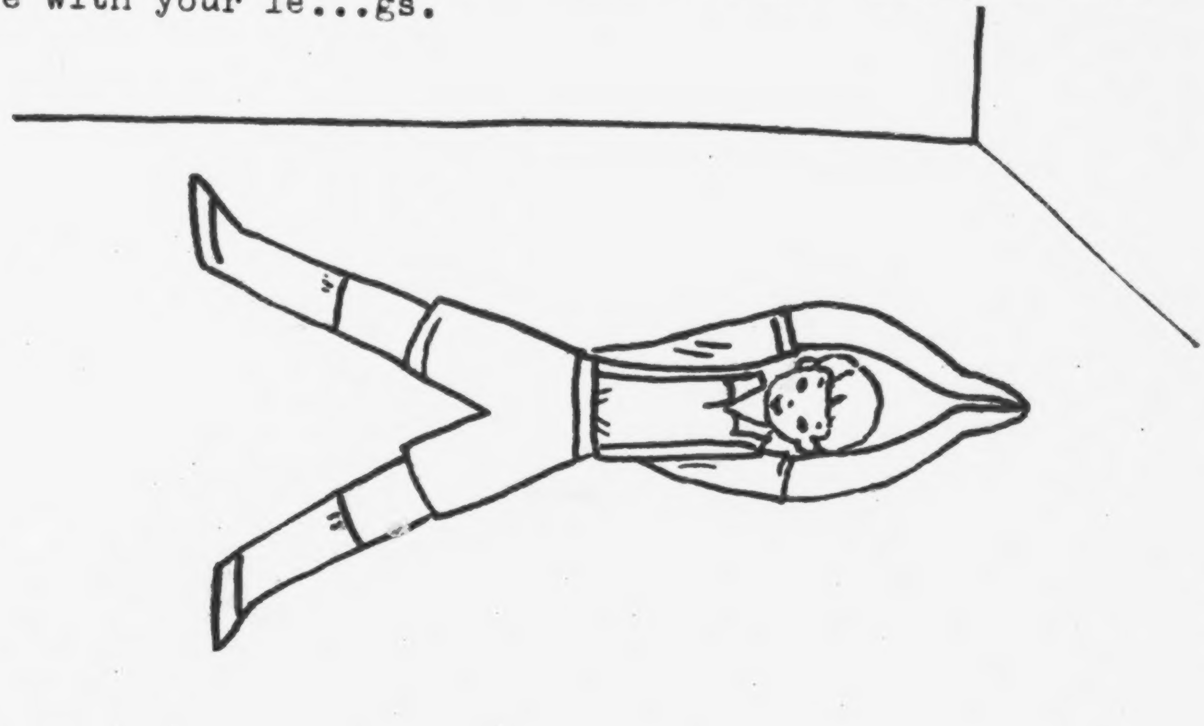
IV. Arm and Leg Movements (Angels in the Snow)

1. Slide arms to the clap position above the head, simultaneously stretching and sliding the legs.

2. Arms return to sides as the legs slide back to touch heels. (This would be wonderful for body awareness if on a snowy Winter day, children could make a "real" angel.)

4. Arm and Leg Movement (Angels in the Snow)

Now your arms move with your le...gs. Now your arms move with your le...gs.
Now your arms move with your le...gs. Now your arms move with your le...gs.



V. Head and Bilateral Arm and Leg Movements

1. "Angels in the Snow" movements adding the head lift and eye movements.

2. As arms clap overhead, children should try to "see" their hands.

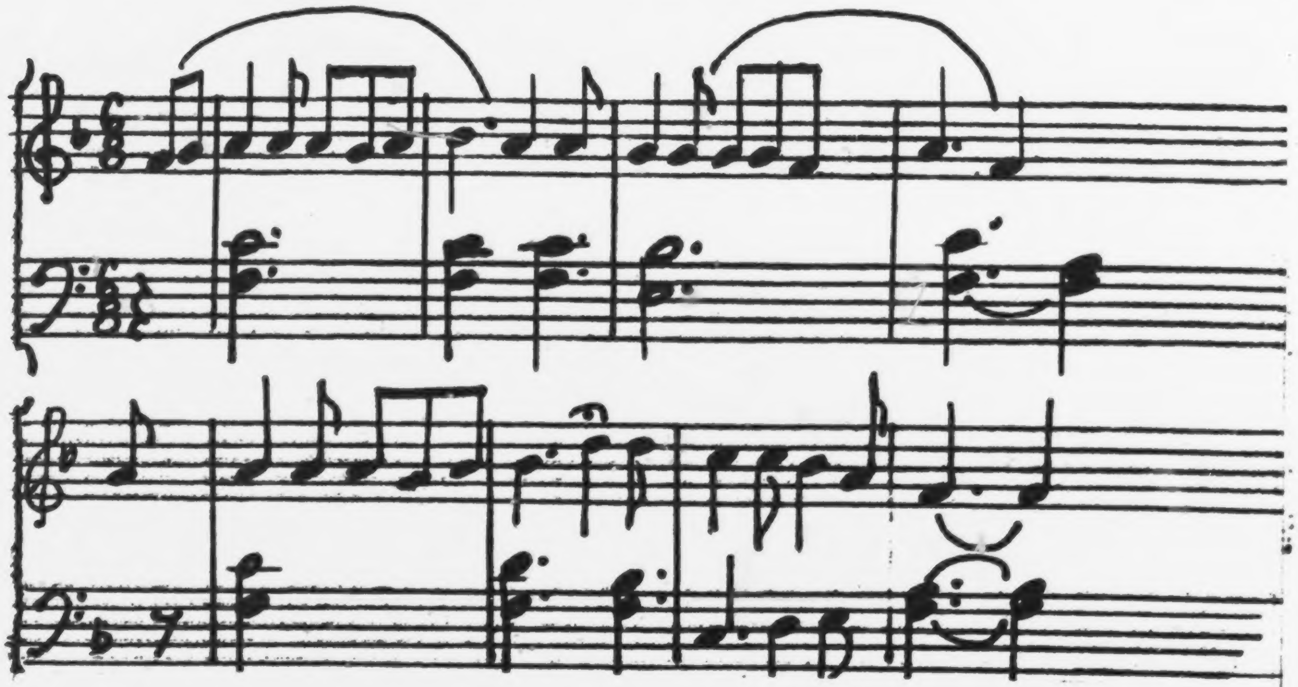
3. As arms come back to sides, and heels touch - lift head and look at toes.

5. Head and Bilateral Arm and Leg Movements

Arms and legs and give a clap, arms and legs and look at your toes.
Arms and legs and give a clap, arms and legs and look at your toes.

THE BEAR WENT OVER THE MOUNTAIN
American Book Co.: Sharing Music
Page 84

THE BEAR WENT OVER THE MOUNTAIN



Sharing Music

Alternating Actions
(Windmill)

I. Head and Alternate Arm Movement

A. Alternate Arm Movement

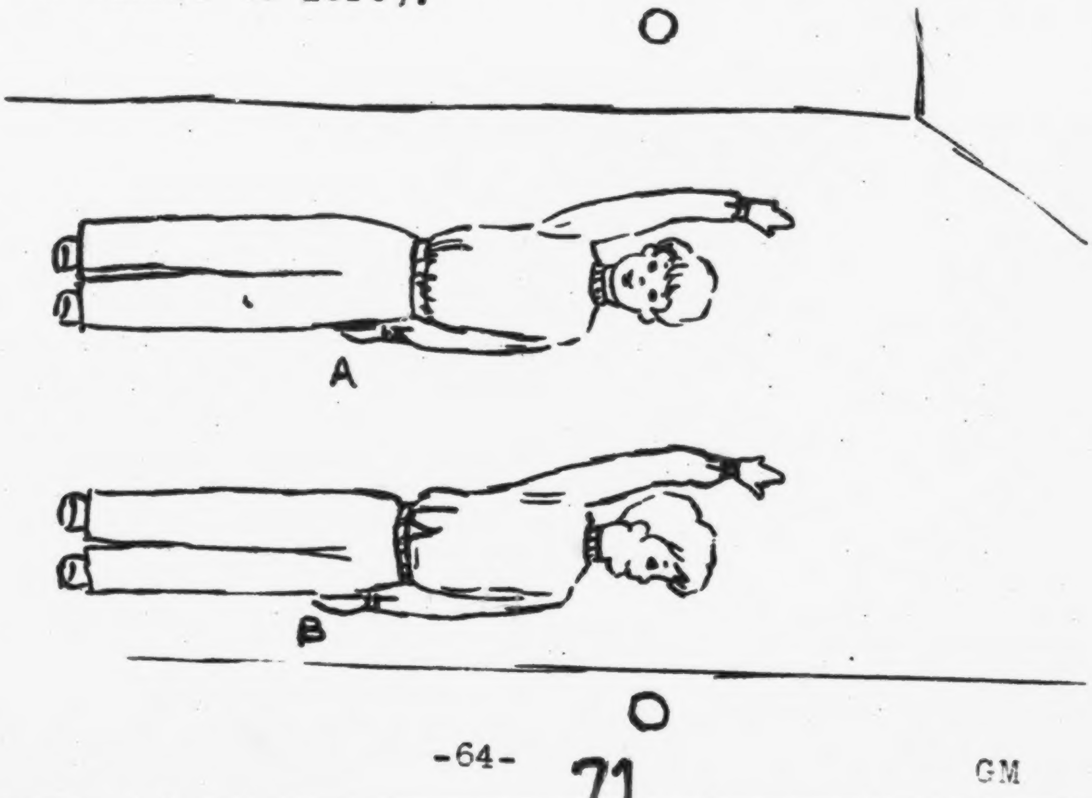
1. Direct children to start by raising one arm (designated by proximity to red or blue circle - or some other means familiar to children such as window side or door side) to overhead position.

2. Now move that arm (as above in #1) down to the side and the other arm up.

B. Alternate Arm Movement with Head Movement

1. Head movement will be added to arm movement.

2. Arm raised in starting position, with head turned away from the up arm (if right arm is up, head should be turned to left).

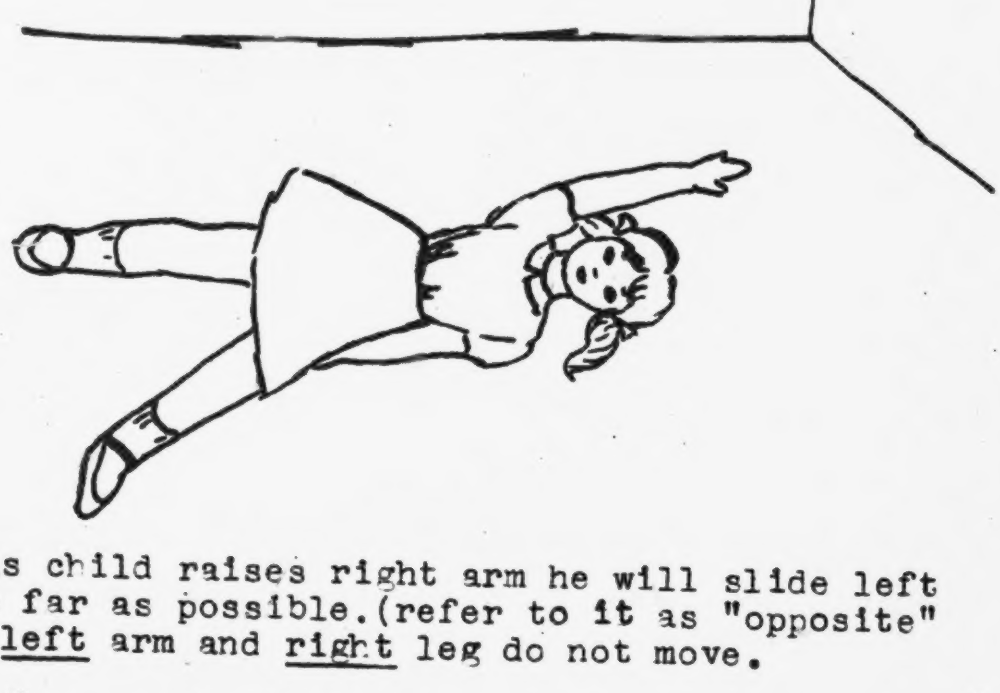


3. As the right arm comes down, and the left arm goes up, head should roll slowly to the right.

(Terms right and left are used for teacher only. Simpler terms (red, blue, window side or door side, etc.) should be used for children.

II. Alternate Arm and Leg Movements

1. Start child with right arm up. Explain meaning of opposite. Ask child to touch the leg of the opposite side of his body.



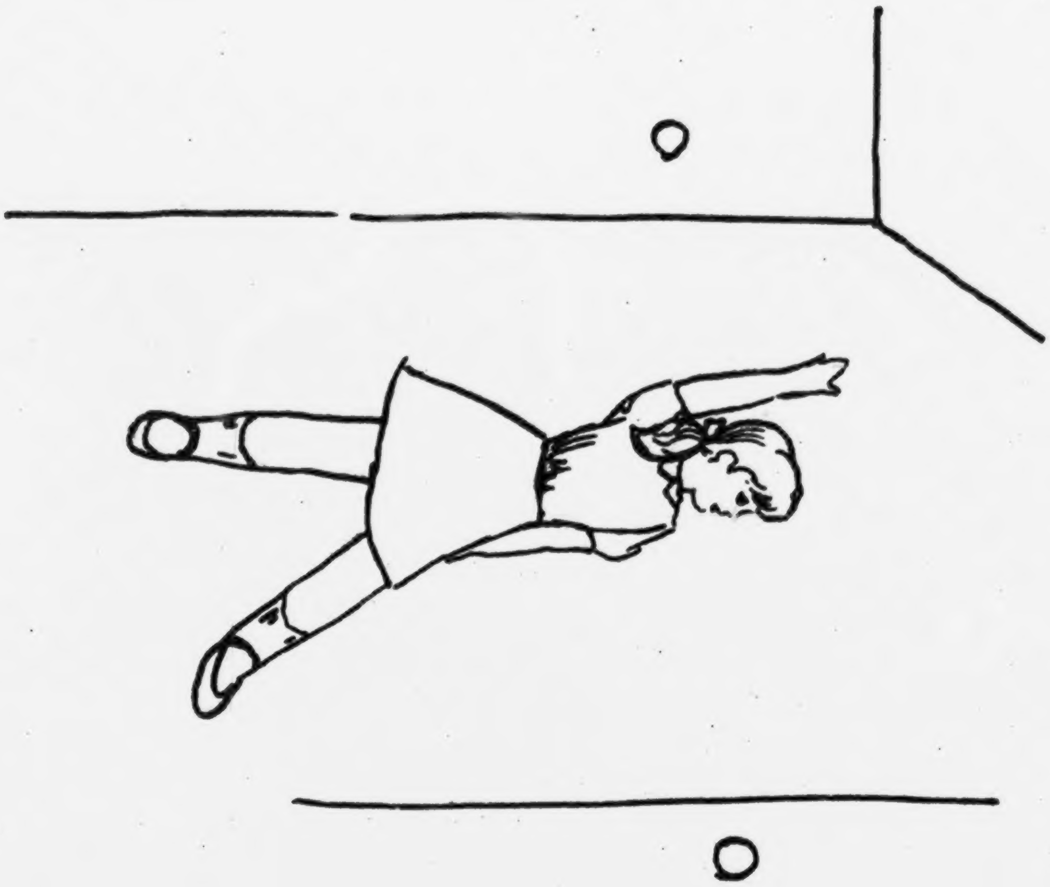
2. As child raises right arm he will slide left leg out as far as possible.(refer to it as "opposite" leg) The left arm and right leg do not move.

3, After practice alternate back and forth with other side, left arm up and right leg out.

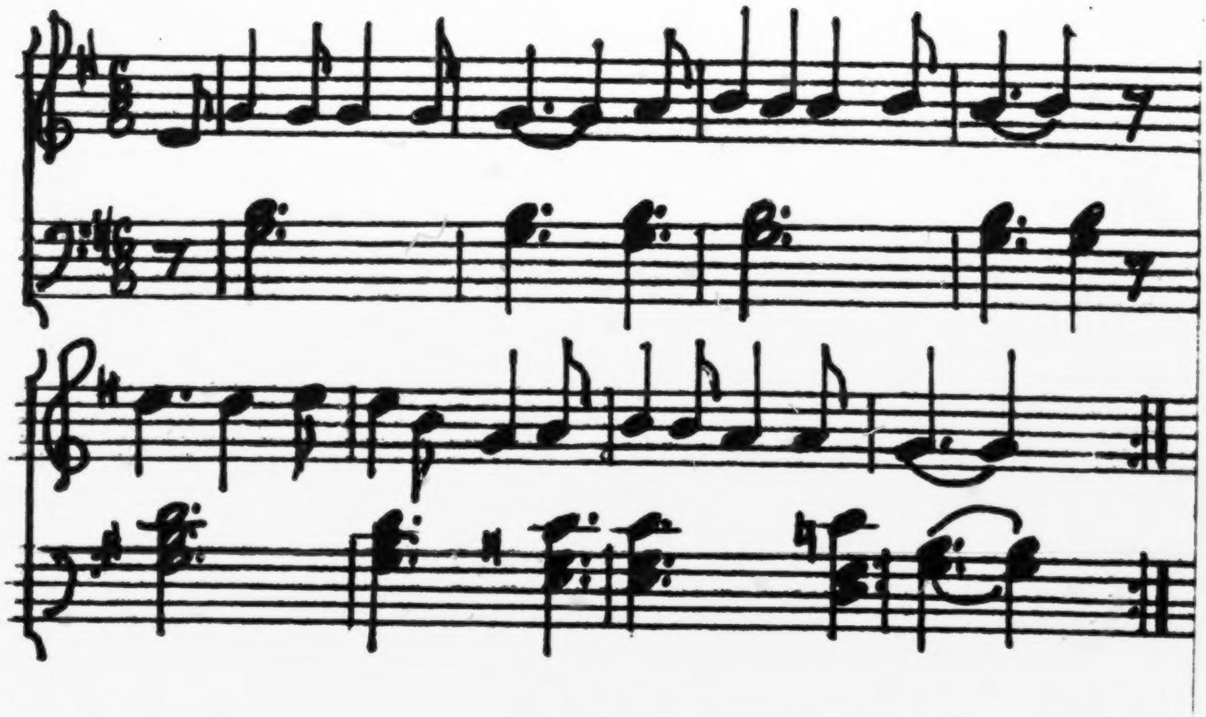
4. When children gain proficiency in alternating arms and legs, they should incorporate head movements. When the right arm is up, and left leg out,

head should turn to left side. When left arm is up, and right leg out, head should turn to right side.

(Encourage eye movement and again terms left and right are designated for teacher only)



FARMER IN THE DELL



1a. Your windmill does the work
Your windmill does the work
Your windmill does the wor....k
Your windmill does the work.

1b. Head and Alternate Arm Movements

Your windmill turns your head
Your windmill turns your head
Your windmill turns your hea...d
Your windmill turns your head.

2. Alternate leg and Arm Movements..Note - Remind children to incorporate head movement also.
(left leg and right arm)

Now the windmill works your legs
Now the windmill works your legs

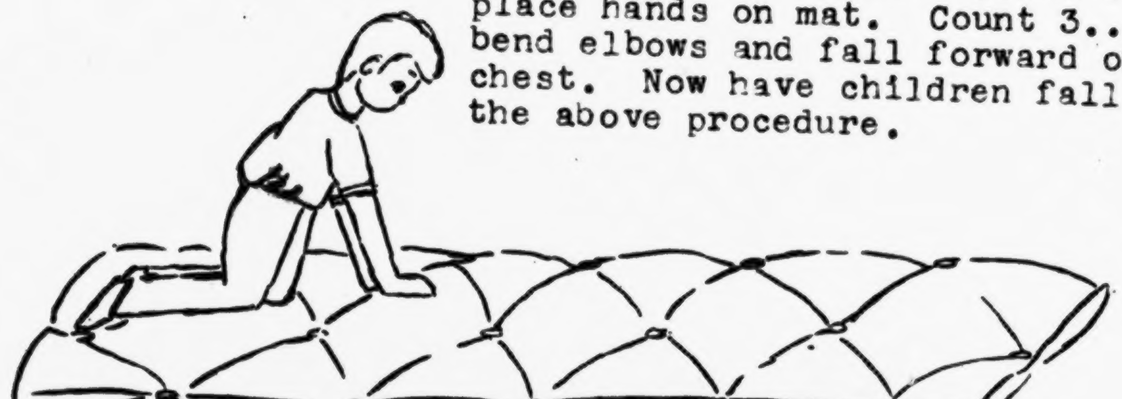
Now the windmill works your le....gs
Now the windmill works your legs. (repeat using right leg and left arm)

TUMBLING and STUNTS

Tumbling

Materials: Mats (occasionally)

Procedure:
1. Teach the children the proper use of the mats.
   a. Walk on the mats only when necessary.
   b. Be sure no one is on the part of the mat which child is using.
   c. If children do not have tennis shoes, have them remove street shoes and walk in their socks.
2. Falls
   a. The children stand on the floor facing the mats. Kneel on the mat and count, 1...lean forward and place hands on the mat. Count 2... bend elbows and fall forward on to chest. Now have children just fall.
   b. The children stand on the floor facing the mats. On count 1... fall to kneeling position. Count 2... place hands on mat. Count 3... bend elbows and fall forward on chest. Now have children fall, using the above procedure.



3. Rolling Log..The child lies down on his back on the mat, raising arms overhead. He rolls over and over to the edge of the mat.

Stunts

1. Puppy Dog Run..Lean forward and place hand on the floor, bend the arms and legs slightly as the head is raised. Walk and run forward.

2. Bear Walk..Grasp the ankles with the hands, keep knees straight and walk forward, swaying slightly from side to side.

3. Elephant Walk..Bend forward and clasp the hands to form the trunk. Lift each foot slowly as the trunk swings from side to side.

4. Rabbit Jump..Squat down and place hands in front of feet with knees outside hands. Move the hands forward and jump the feet up to the hands.

5. Jumps..
   a. Jump forward keeping feet together.
   b. Jump forward with feet together, then feet apart.
   c. Jump and try to touch toes with hands.

6. Bouncing Ball..Squat down and bounce like a ball.

7. Windmill..Stand with feet about 18" apart. Raise arms to side, shoulder height. On count 1, touch right hand to left foot, on count 2 return to starting position, count 3..touch left hand to right foot and on count 4.. return to starting position. This is a good stunt for improving laterality.

8. Chicken Walk..Squat with feet together, put arms around legs and clasp hands at shins. In this position walk forward, backward, and sideward.

9. Duck Walk..Squat down and tuck hands under arms (in armpits.) Walk forward in this position.

10. Elevator..The children raise hands overhead and stand on tip-toes. The teacher says "Going down" and counts floors "5-4-3-2-1-basement." The children gradually stoop to squat position. The teacher then says "Going up. 1-2-3-4-5-."

11. Half Top..The children all face the teacher. On command they jump up into the air and at the same time turn their body to the right or the left. They land and should be facing away from the teacher. Teach the children to land on their toes with knees bent.

12. Snail..Sit down on the edge of a mat. Lie down on back. Keep arms at sides while raising feet over head and touching toes to mat.

13. Baby Mule Kick..Lean forward and place hands flat on the mat about shoulder width apart. Kick feet and hips up over hands...keeping knees bent. Return feet to floor, lift head and shake.

14. Rubber..Bend as far as possible to the right, front, left, and back.

15. High Stepping Ponies..Trot forward, lifting knees up high in front of body.

16. Measuring Worm..Ask children to lie flat on the floor face down. Then they raise their bodies and support themselves with their hands and feet. Ask the children to walk with their feet (keeping their hands in place) until the feet are just behind their hands. They should take little steps, keeping knees straight. Then keeping their feet in place they walk forward with their hands as far as they can reach. (Keep knees straight.) Repeat the foot movement and then the hands, again and again until the children move across the room.

This is a difficult task for some children and it will be necessary for some to rest after only a few movements.

17. Crab Walk.. Ask the children to stoop down. Then they should reach backwards with both hands flat on the floor.

18. Rooster Lift..Lift chest, stand tall on tip-toes, put hands under armpits and flap.

19. Crane Dive.. Place a piece of folded paper at least 6" high, 6" in front of feet. Bend forward, raising one leg to rear, arms extended, pick up paper with mouth.

20. Frog Hop..Squat..place arms between legs, hands on floor. Take short hops by placing hands ahead of feet and bring feet up to hands.

21. Kangaroo Hop..Squat with arms folded over chest. Spring into air and come back to squat position with knees flexed.

22. Monkey Run.. On all fours scamper agilely, imitating monkey. Put down hands, then feet.

23. Mule Kick.. Bend forward, place hands on floor, bend knees and kick into air.

24. Seal Crawl..Prone leaning position, fingers turned to side as flappers. Legs together, weight on toes. Grab body by walking on hands and let hips swing.

25. Big Rocking Chair..Two children sit facing each other. Extend legs so that each child sits on the other child's feet. Hold on to each others arms (upper arm) and rock. One child leans forward and lifts other child. Then he leans back and other child leans forward.

26. Little Rocking Chair..Two children sit cross legged and face each other. Hold hands. As one child leans forward, other child leans back.

Balancing Boards

Materials: balancing boards (2" x 4" x 12'). A 2" line drawn on the floor, or 2" colored tape strips can be put on the floor.

Procedure: Only one child on a balancing board at a time. More than one can work efficiently on the floor lines.

1. The child walks forward on the board, placing one foot in front of the other. The entire foot is placed on the board.

2. The child walks forward with arms:
   a. stretched overhead
   b. at shoulder height
   c. behind the back

3. The child walks backward.

4. The child walks on the balance board and pretends he is:
   a. circus clown on a tight rope
   b. Santa on the roof top, carrying a bag
   c. mailman crossing the bridge carrying a bag
   d. riding a bicycle across the bridge (lifts knees high)
   e. soldier with Pla-Tube over shoulder
   f. juggler balancing hats (bean bag) on his head

5. Walk up slanted beam by elevating one end.

Balancing Bunny

Materials: 2 balance beams

Procedure: Children are divided into two teams. Each team has a child keeping score. Child makes one point for success in each of three tasks on balance beam:

1. forward walk, with arms fluttering like a bird.

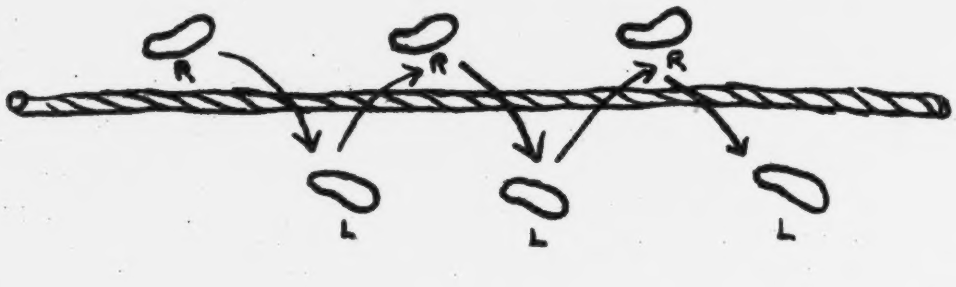
2. backward walk

3. forward walk, with reversal on command from teacher.

Cross Walk

Materials: rope (about 8' long)

Procedure: Children walk straddling rope with right foot placed to the left of the rope and left foot placed on the right of the rope.



It would be helpful to have a pattern of right and left foot taped to floor on designated side of rope at the starting point.

Balance Squares

Materials: Balance square with inter-changeable bases.
- a. base 5" square
- b. base 3" square

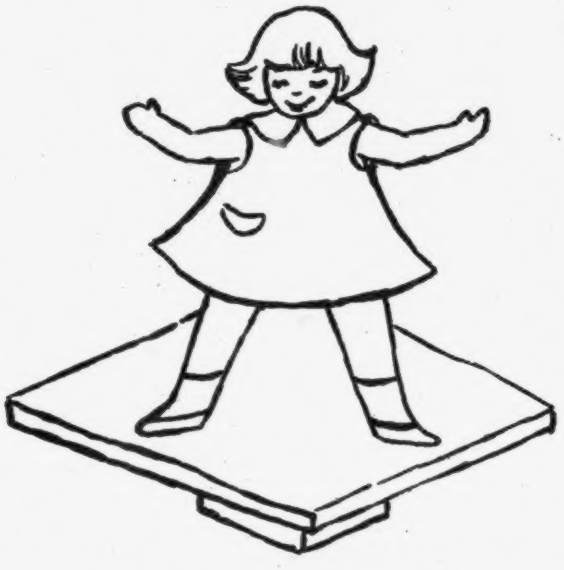
Procedure:

1. The child steps up on to the square, trying to balance himself on the board. After the balance spot is reached, the child may move his feet apart to the edge of the board, still trying to maintain a balanced position.

2. The child jumps from the floor up on to the balance square.

3. The child takes a position on the board. A partner tosses a ball to him. He catches the ball and tosses it back to his partner.

4. The child standing on the balance square moves the square by shifting body weight from side to side. (This would be done by the more advanced children).



Scooter Fun

Materials: scooters (see commercial page at the end of Gross Motor Activities)

Procedure: 1. Various ways to operate on scooter:

a. lying down in the center of the scooter so all trunk movement is cut out..using only arms to propel, simultaneously or alternately.

b. sitting..using feet or hands or both, together or alternately.

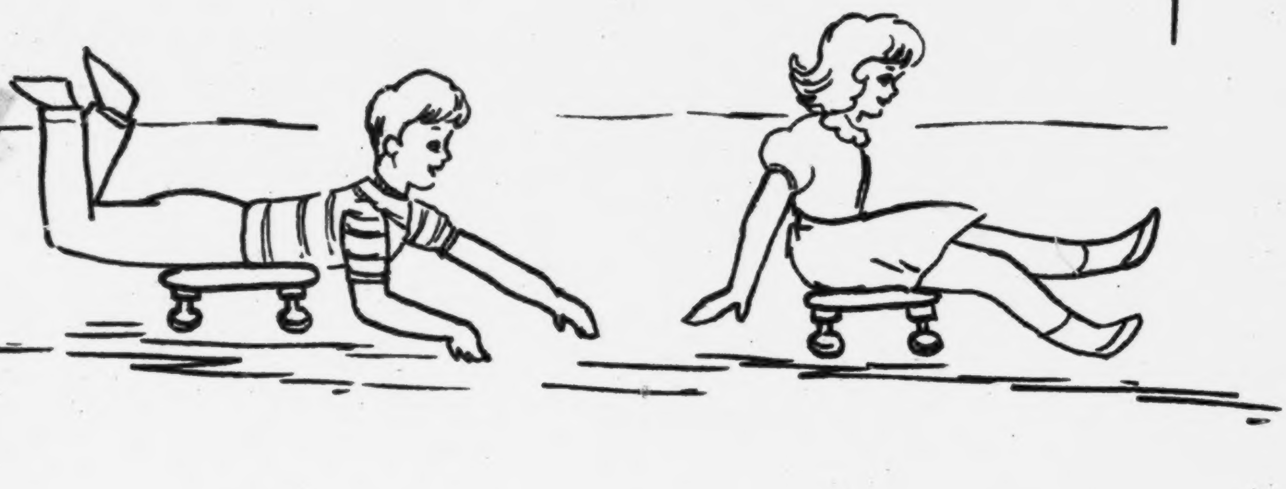
c. moving forward, backward.

2. Playing games

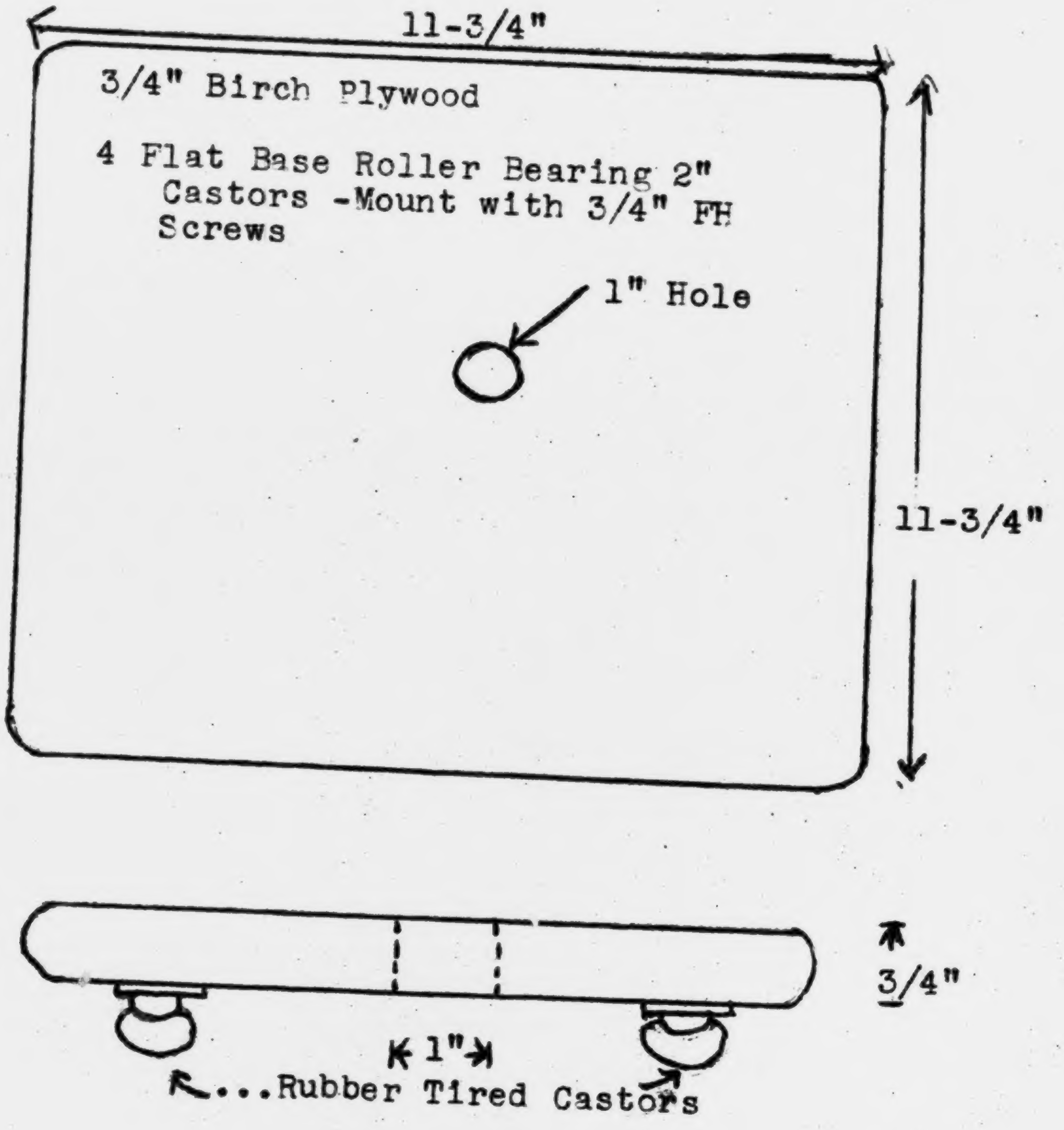
a. follow the leader

b. drop the handkerchief

c. ring around the rosy



The following pattern can be assembled locally, although it is somewhat less successful than the commercially made scooter.


11-3/4"
3/4" Birch Plywood
4 Flat Base Roller Bearing 2" Castors -Mount with 3/4" FH Screws
1" Hole
11-3/4"
3/4"
1"
...Rubber Tired Castors

Animals

Materials:	Large pictures of animals, such as Physical Fitness in Motion by F.A. Owen Publishing Company.
Procedure:	Show the children the picture of the animal. Ask one child to demonstrate the animal's movement, and then have the whole group move. Variation: Use with musical accompaniment.

Stoop

Materials:	music (records or piano)
Procedure:	The leader chooses the movement on which children need practice and provides music calling for this action. However, when the music stops, the children must "Stoop" (Squat Position). The last child to "Stoop" after the music stops sits beside the leader. The game ends when only one child remains.

Skip Tag

Materials: none

Procedure: 1. Children standing in a circle formation with left or right hand out to center of the circle.

2. One child is chosen to start the game. He skips across the circle to a child on the opposite side, tags him, and sits down.

3. Child tagged, then skips and tags another. Game continues until all have been tagged. This is a good activity for dismissing to get wraps.

The Blackbird and The Seed

Materials: seed, button or other small object which represents the seed.

Procedure: One child is the "Blackbird." The other children stand in a circle facing the center, with one of their hands behind them, palms up. The blackbird "flies" around the outside of the circle, and plants the seed in one of the palms. The child who has the seed chases the blackbird around the circle. If the blackbird reaches the empty space, he is safe. The child who has seed becomes the new blackbird. If the blackbird is caught, he is put in the cage which is the center of the circle.

Variation: Mischievous Monkey

Materials: small bead for each child

Procedure: "It" is on outside of circle, children facing in. Each child holds a bean in his hand behind him. If monkey steals bean, child chases him back to open space.

Beanbag Race

Materials: four beanbags

Procedure: Divide children into four teams. Teams line up behind their leaders. Each leader places a beanbag on his head, and on a signal walks to a designated line or wall and returns to the next in line. While moving, no child may touch the beanbag. Each time it falls, he may pick it up and continue the race. The game continues until each has had a turn.

Medicine Race

Materials: spoons and beans

Procedure: Children are grouped into four teams. Each team leader is given one spoon and one bean. The bean is placed in the spoon and the children who are first in line walk to a designated line or wall, touch it, and return to the next in line. The game continues until each has had a turn.

Pass the Heart (Shamrock, etc.)

Materials: Paper pumpkin, paper heart, paper bell, or some object appropriate to the season, Piano, tom-tom, record.

Procedure: The children stand in a circle with hands stretched out in front of them. One child is given the object (paper heart, bells or whatever.) The music starts and the child moves in time with the music to another child in the circle. He gives the object to this child and then returns to his place and sits down. The child who has received the object now moves to another child and gives him the object.

This game can be varied by having the child carry the object in the right or left hand and the receiving child receives the object in right or left hand.

Drop the Bean Bag

Materials: a beanbag, handkerchief, eraser or similar object

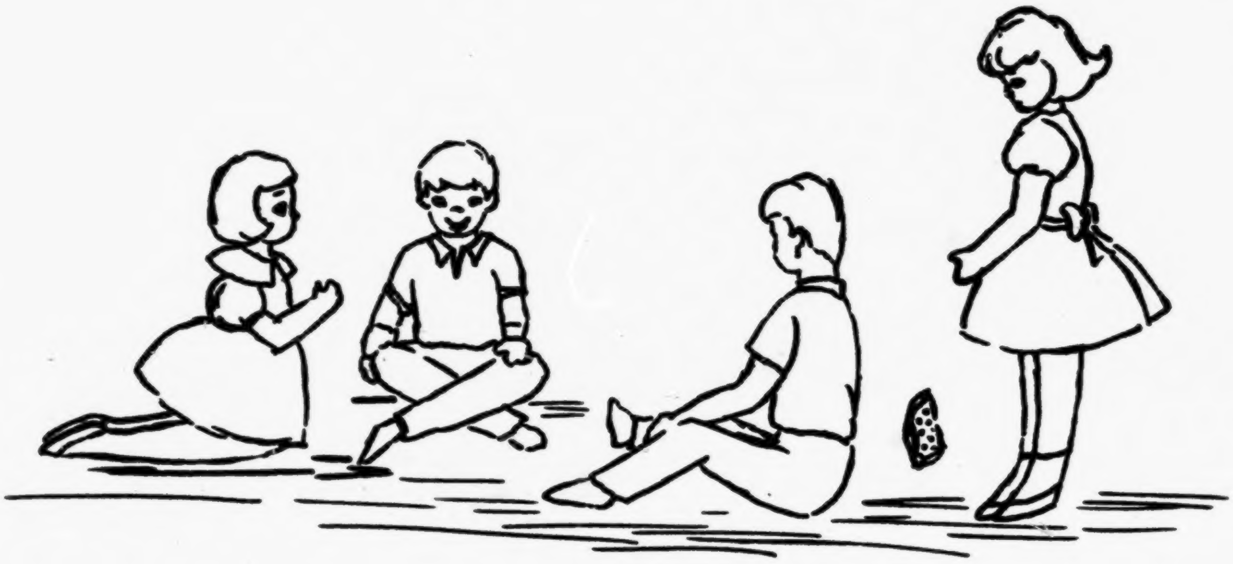
Procedure: The children make a circle. They may sit down or stand up. One child is chosen to be "It" and has the beanbag. "It" walks around the outside of the circle and drops the beanbag behind a circle player. The circle player picks up the bean bag and chases "It." "It" tries to get back to the circle player's place before he is tagged. If he is successful he stays in the circle player's place and the circle player becomes "It" and the game continues. If "It" is tagged he must go to the center of the circle until another player is caught. Then the first player caught returns to the circle.

Variation: While "It" is walking around with the bean bag, the children on the circle can clap hands and chant:

"Where's he/she going to drop it?"
"Where's it going to go?"
"Whose going to get it?"
"Nobody knows."

If "It" is caught the children can sing the following to the tune of London Bridge.

"To the middle you must go,
You must go, you must go,
To the middle you must go,
You were caught."



Duck, Duck, Goose!

Materials: none

Procedure: One child is "It". All the other children are sitting to form a circle. "It" runs around the outside of the circle, stopping to tap a child on the shoulder and saying "Duck, duck, duck." Suddenly he taps a child and says, "Duck, duck, goose." "It" runs around the circle chased by the designated "goose." "It" is safe if he can return to the vacant spot. If "It" is caught he goes to the "soup", the center of the circle.

When the game is over, children make vegetable soup... choosing vegetables by association of color of clothes of those in "soup"; such as red, tomato, orange, carrot, brown, potato, etc.

Charlie Over the Water

Materials: none

Procedure: Children make a circle with "it" or Charlie in the middle. Children skip around in circle repeating the rhyme:

Charlie over the water,
Charlie over the sea.
Charlie catch a blackbird,
But can't catch me!

When the word "me" is said, players in circle stoop before "Charlie" can tag them. If "Charlie" succeeds, the player tagged becomes "it".

Squirrels and Wolves

Materials: none

Procedure: Children are divided into two equal teams, the "Squirrels" and "Wolves", with each team having a designated goal (den for wolves, tree for squirrels) behind which they stand. The squirrels come out to play. One wolf calls, "Scamper, squirrel, scamper." The squirrels then try to run to their trees without being caught. Those that are caught become wolves, and the game continues until there are no more squirrels. The game can be started again, and the squirrels become wolves, and the wolves become squirrels.

Peter Rabbit

Materials: none

Procedure: Children make a circle, except for two players who are "Mr. McGregor" and "Peter." Peter is on the inside of the circle, Mr. McGregor on the outside. The game begins when Mr. McGregor calls to Peter, "Who let you in my garden?" Peter answers, "No one!" and begins to run around the outside of the circle, with Mr. McGregor chasing him. Mr. McGregor must follow the exact movements of Peter, such as skipping, jumping, hopping, etc. If Peter is caught he must go to the circle. Mr. McGregor selects a new Peter and the game continues. When Peter outwits Mr. McGregor and can't be caught, a new Mr. McGregor is chosen. (Should Mr. McGregor seem tired sooner, the teacher chooses a replacement.)

Bunny Wants a Hole

Materials: chalk

Procedure: "Holes" are made by drawing circles of chalk on the floor. All the bunnies (children) have a hole, except for one. He calls, "Bunny wants a hole." "Bunnies" run to other holes, the one left without a hole becomes the new "bunny."

Follow Me

Materials: none

Procedure: Children are seated in the circle with one child walking around the outside of the circle. He tags another child, saying "follow me." First child chooses a motor activity such as hopping and second child follows once around, then first child sits down and second child chooses someone to follow him.

Class Activities Inventory

____

Gross Motor Skills

	Age						
Runs easily	2						
Steps over obstacles easily	2						
Kicks large ball	2						
Jumps-both feet in place	2½						
Rides tricycle using pedals	3						
Walks down stairs (alter. feet)	3-4						
Balances on 1 foot 4 sec. 8 sec.	4 5						
Throws overhand	4						
Walks Balance Beam 1 step off 0 steps off	4 5						
Gallops	4						
Hopping on one foot	4½						
Skips - alternate feet	5						
Cross pattern walking	4						
Can stop quickly when running	5						

Used with permission of author, Mrs. Jean Prentice.

GM

Commercial Materials

EQUIPMENT

Physical Fitness In Motion; Stuart; F.A. Owen Publishing Co., Dansville, N.Y. (large pictures of animals in movement with suggested activities)
Rubber Feet; Creative Playthings; Princeton, N.J.
Rubber Hands; Creative Playthings; Princeton, N.J.
Scooters; R.E. Titus Gym Scooter Co.; Winfield, Kansas.

BOOKS

Growth Through Play; Farina, Furth, Smith; Prentice Hall; Englewood Cliffs, N.J.
Let's Play A Learning Game; LeCrone; Rhythm Records; 9203 Nichols Road, Oklahoma City, Oklahoma.
Physiology of Readiness; Getman & Kane; P.A.S.S. Inc.; Minn. Minn.
Primer of Motor Development; Edith O'Conner; D. Armstrong Co. Inc.; Houston, Texas.
Rhythmic Activities; Smiley, Gilles; David Cook Co., Elgin, Ill.
Success Through Play; Radler & Kephart; Harper & Row; Evanston, Ill.
The Slow Learner in the Classroom; Kephart; Charles E. Merrill, Inc.; Columbus, Ohio.

MUSIC & RHYTHM BOOKS

Action Songs; Teachers Publications; Darien, Conn.
Golden Song Book; Golden Press, Inc.; New York, N.Y.
Magic of Music; Ginn & Co.; Chicago, Ill.
Sharing Music; American Book Co.; Cincinnati, Ohio.
The American Singer; Book I; American Book Co.; Cincinnati, Ohio.
The Best Singing Games for Children; Sterling Publishing; New York, N.Y.

RECORDS

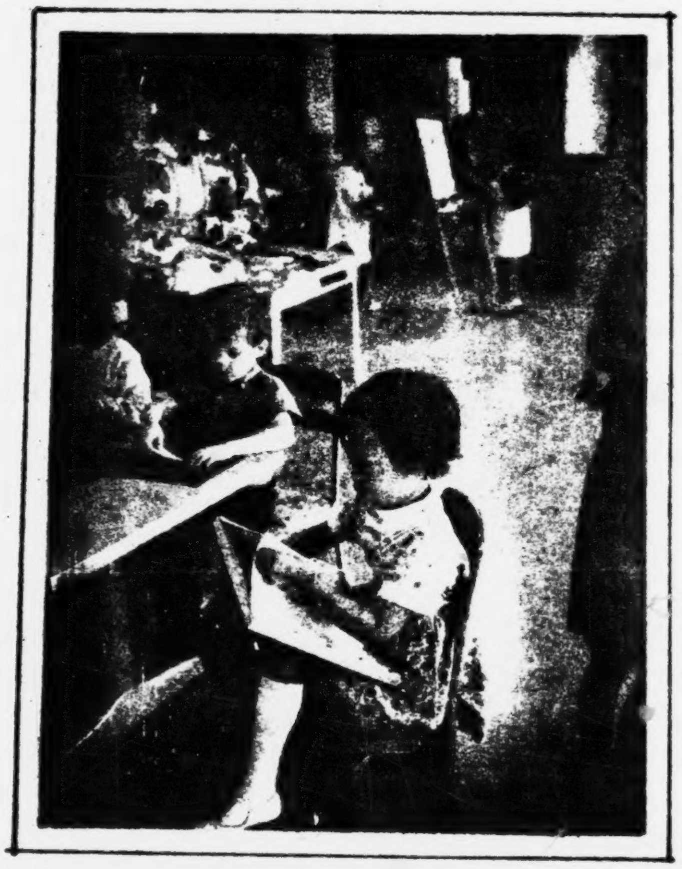
Let's Play a Musical Game; Columbia Records; New York, N.Y.

Pre-School Activities; LeCrone; Rhythm Record Co.; Oklahoma City, Oklahoma.

Pre-School Physical Fitness; LeCrone; Rhythm Record Co.; Oklahoma City, Oklahoma.

Ruth Evans Rhythm Records (Series I,II); Springfield, Mass.

Visit to My Little Friends House; Educational Record Sales; New York, N.Y.



Fine Motor Skills

Fine motor activities are designed to help the child in the development and use of his small muscles, or hands and fingers. Inadequacy in this area may be observed as the child undertakes activities such as cutting, tracing, pasting, coloring, molding, and lacing. A class inventory sheet has been included on p.121 to aid in identifying children with a lag in fine motor skills development.

The following activities are of a general nature and will help to develop fine motor control:

1. Building with small blocks, cards, sticks,

tinkertoys

2. Buttoning, snapping, zippering
3. Clay activities; bending, poking, pounding, shaping
4. Creative and art activities
5. Constructing collages with dry cereal, noodles, seeds, seashells, etc.
6. Cutting
7. Finger plays, finger shadow puppets
8. Following outlines, coloring within lines
9. Lacing cards, lacing shoes
10. Paper tearing, folding
11. Pasting
12. Preparing and forming paper-mache
13. Sand play
14. Stringing; beads, paper, spools, straws
15. Tracing: patterns, stencils
16. Waterplay: manipulating plastic toys, funnels, pouring, washing doll clothes
17. Weaving, braiding
18. Woodworking

Handedness
(Left or Right?)

A child should always be encouraged to use his preferred hand whether it is right or left. If he seems to be using both, help him to gain a preferred hand by observing which hand he uses most frequently. If necessary, set up situations to help in making this judgement. For example,

1. ask child to stack small blocks
2. ask child to eat something requiring use of spoon or fork
3. put various objects on shelf or table, have child reach for them.

When the preferred hand is established, remind child to use it. It may be necessary to give the child help in remembering and establishing consistant dominance. Such helps could be:

1. putting a play watch or a ribbon on dominant hand so he can see it
2. putting perfume on so he can smell it
3. putting small bell around dominant wrist so he can hear it.

Be sure to have left-handed scissors, available for the children who need them. A piece of tape on one of the finger holes serves to identify them. See listing on commercial sheet at the end of this section, p. 123.

MANIPULATING OBJECTS

Feeding the Chickens

Materials: sack of corn

Procedure: Teacher: "Pretend you are a chicken in a farm yard. You are very hungry. You are scratching and scratching for seeds. It is feeding time. Here chick, chick, chick, etc."

Teacher throws corn on floor or table as desired. Child picks up as many as he/she can.

Children can count corn collected or use one to one matching to see who has gathered the most.

Dolly's Vitamins

Materials: two one ounce bottles, two eye droppers, tray, water.

Procedure: Have bottles side by side. Fill bottle on right with water. Using right hand place eye dropper into filled water bottle and fill dropper. Then place dropper into empty bottle and release water. Continue until bottle on left is filled. Then reverse procedure using left hand.

Variations: Using larger bottles, child can pour from one to another, working towards not having the jars touch each other as he pours:

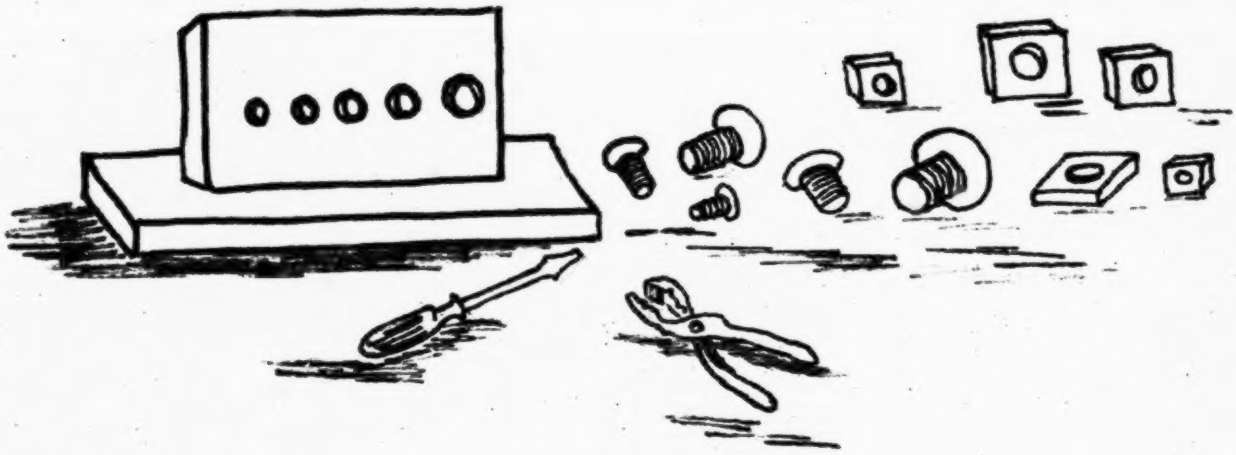
1. water (could be colored with food coloring)
2. sand
3. rice
4. beans

Nuts and Bolts

Materials: board about 1 foot long with holes of various sizes, and nuts and bolts to fit, screw driver, pliers

Procedure: 1. Children may explore screw and unscrew various parts

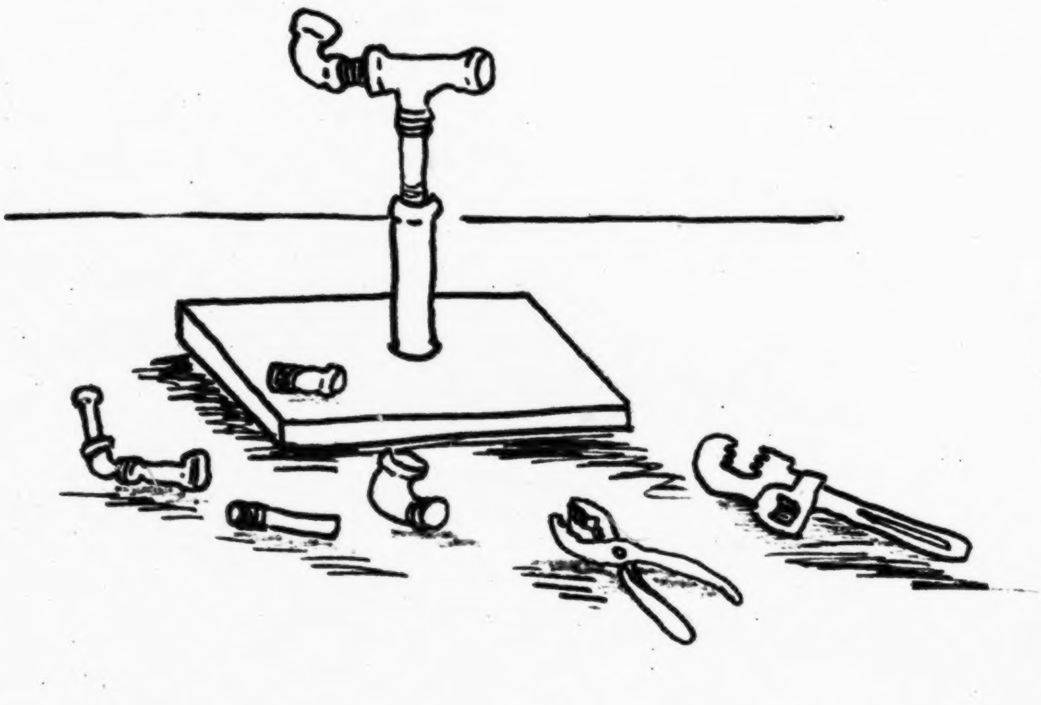
2. Pliers and screw driver may be used or the hands.



Plumbers Fun

Materials: base, about 1' x 1' x 3/4" thick, of plywood. A pipe with a T joint is screwed into board to make a permanent base. Accessories to be screwed onto base are various sizes of pipes, elbow joints, couplings, caps, reducing elbows, T joint, and a wrench.

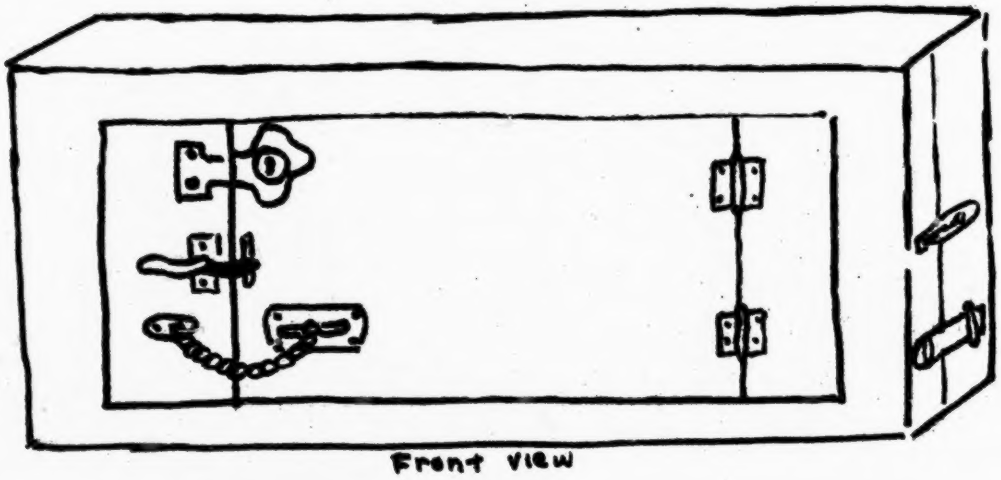
Procedure: 1. Children explore and manipulate and put together the various parts and combinations.
2. Wrench may be used to loosen or tighten parts.
3. This has special appeal for the boys, and the girls enjoy it too.



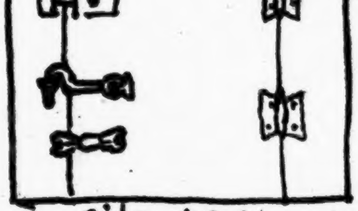
Lock Box

Materials: 1 wooden box, approximately 2¼ feet long x 1 foot high, doors with a variety of locks, chains, latches, and hinges should be made on the sides of box. Handles on top of box for lifting and carrying. Box may be painted different colors on each side.

Procedure: Children can open, close, and manipulate various parts.



Front view



Side view

Cutting

Materials: old magazines, construction paper, scissors

Procedure: 1. For the new practice of cutting, children use scissors and magazines, and simply cut without regard to an object or shape.

2. Later they might cut out a simple object that has heavy line around it made with marking pen. As child's cutting skill increases, the marking pen line should be made closer to contour of the object.

3. Construction paper could be held and simply fringed from one end to other.

Make a Necklace

Materials: macaroni, straws (jumbo, plastic-type, cut into 1" pieces) cut out shapes of construction paper with hole punched in middle, heavy twine or yarn.

Procedure: 1. Put clear plastic tape over end of yarn and cut to a point. This makes lacing easier.

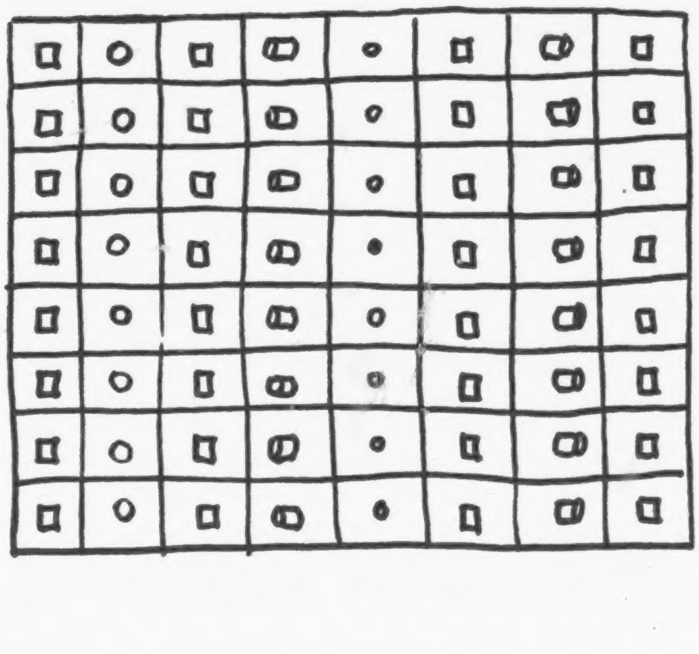
2. Child strings necklace as he/she desires.

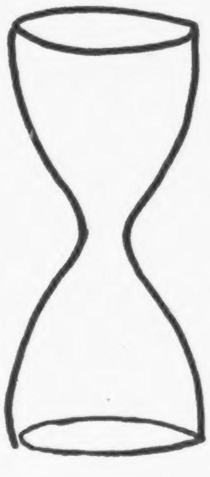
Time's Up

Materials: candy box with plastic liner and a three minute egg timer. A round or square bead is placed in each space.

Procedure: Two children enjoy playing game together. They proceed to empty the box of all the beads and then to replace the beads in the box before the time is up.

Variation: A more difficult task is for children to replace the beads in the rows according to some classification; that is according to size, shape, or color.





The Clothespin Crown

Materials: 20 clip on clothes pins, empty can.

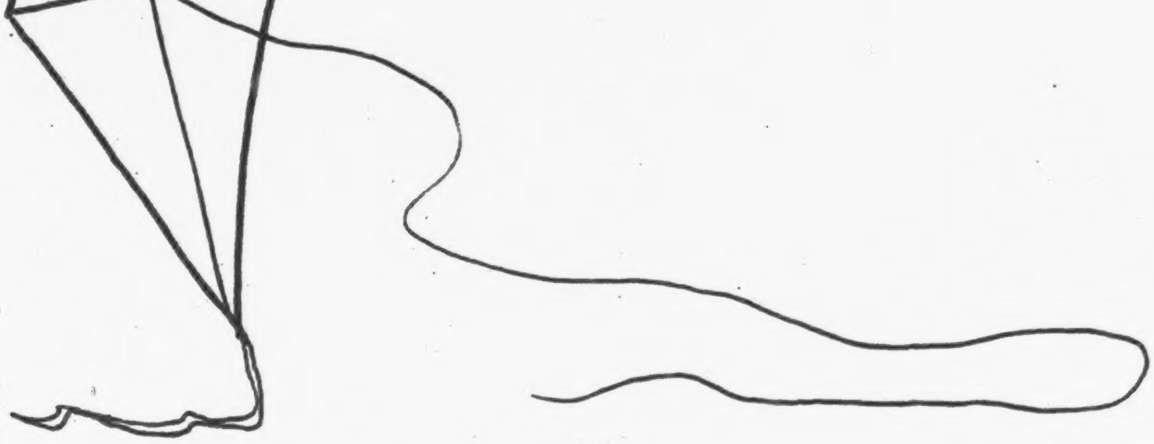
Procedure: Child uses pressure to open clothes pin which he clips on rim of can. Child can count as he goes along or after he has finished making the clothes pin crown.

Wind the Kite String

Materials: Three 3" long sticks, string, three kites

Procedure: Tack up three kites. Attach to each kite one end of 12-15 foot segment of string. Have three children at starting line with loose end of string. Begin winding on sticks and walking to the tacked end of string.

(May also do the winding and walking game diagonally to teach them going under the obstacle; which is the string of other child in this instance.)



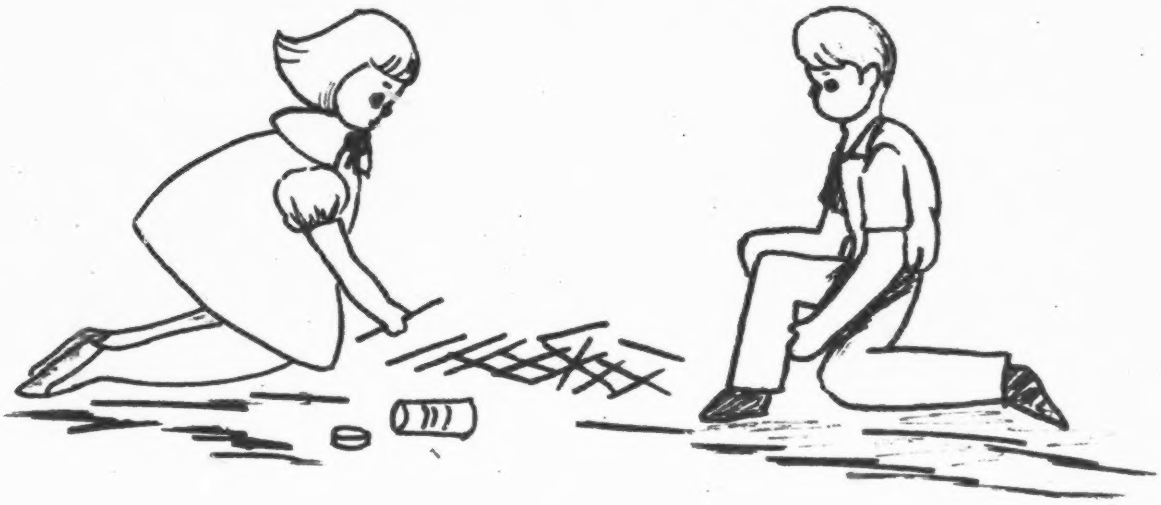
Pick-Up Sticks

Materials: Round colored 1/8" diameter sticks, 7" long, tapered at both ends.

Procedure: Empty colored wooden sticks into pile on flat surface. Child tries to pick up one stick without disturbing any other sticks. When more than one stick is moved, next player takes his turn. Child with most sticks wins.

Game may be played by one to four children.

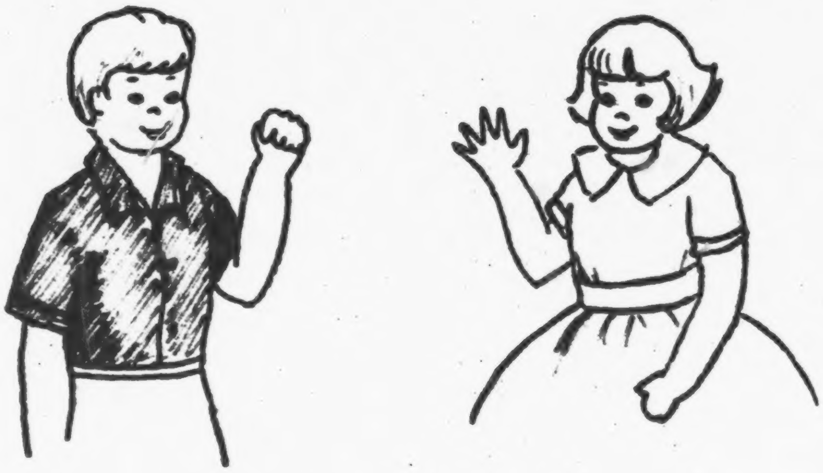
For an individual activity, child picks up sticks, one at a time and sorts into piles, one for each color.



FINGER PLAYS

The Beehive

Here is a bee hive, (fist)
Where are the bees?
Hidden away where nobody sees (Point to fist)
Here they come now out of the hive.....
1..2..3..4..5
BUZ..Z..Z..Z..Z!



Bunny

Here's a bunny (fist)
With ears so funny (two fingers)
And here is his hole in the ground.
When a noise he hears, he pricks up his ears
And jumps into his hole in the ground.

Caterpillar, Caterpillar

Caterpillar, caterpillar, brown and furry
(move one hand forward, wriggling thumb or forefinger)

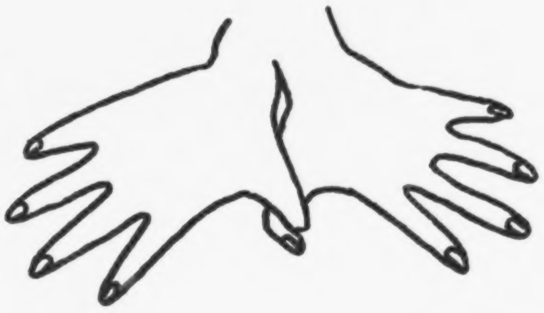
Winter has come, and you'd better hurry
(flutter fingers to denote wind blowing)

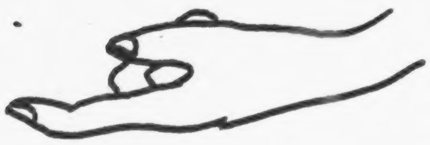
Find a big leaf, under which to creep
(second and third fingers creep under hand)

Spin a cocoon, in which to sleep
(rotate thumb then wrap other hand around it)

Then when warm weather comes this way

You'll be a butterfly, and fly away.
(interlock thumbs and flutter fingers of both hands)





Five Little Mice

Five little mice came out to play
Gathering crumbs a..long the way.
Out comes a pussy-cat,
Sleek and fat.......
Four little mice go scampering back.

Little Turtle

Little turtle fast asleep(hand cupped, fingers down)
Little turtle starts to creep(begin walking fingers)
Out he pokes his little head(extend middle finger)
"What a lively world", he said.(wave it up and down
and side to side)

The Rabbits

A family of rabbits lived under a tree,
(close right hand and hide it under left arm)
A father, a mother, and babies three.
(hold up thumb, then fingers in succession)
Sometimes the bunnies would sleep all day,
(make fist)
But when night came, they liked to play.
(wiggle fingers)
Out of the hole they'd go creep, creep, creep,
(move fingers in creeping motion)
While the birds in the trees were all asleep.
(rest face on hands, place palms together)
Then the bunnies would scamper about and run..
(wiggle fingers)
Uphill, downhill! Oh, what fun!
(move fingers vigorously)
But when the mother said, "It's time to rest,"
(hold up middle finger)
Pop! they would hurry right back to their rest!
(hide hand under arm)

Robins

Five little robins sitting in a tree,
The father, the mother, and the babies three.
The father caught a worm, the mother caught a bug,
And all the little babies began to tug.
This one got the bug...this one got the worm...
This one said,"Next time will be my turn."

Two Little Mules

This little mule wants corn.
  (right hand, thumb up)
This little mule wants hay.
  (left hand, thumb up)
Give them all that they can eat
And let them munch away.
  (work little finger up and down for eating motion)

Little Fingers Dance With Me

Little fingers, dance with me
1-2-3-4-5
Little fingers play with me
You are quite alive.

(1) goes up
(2) goes down
(3) goes up
(4) goes down

What shall we do with little five?
Little five will take a dive.
Little fingers, dance with me!

My Hands

Open, shut them; open, shut them;
Give a little clap.
Open, shut them; open, shut them;
Lay them in your lap.

Creep them, creep them;
Creep them, creep them;
Right up to your chin.

Open up your little mouth,
But do not put them in.

Open, shut them; open, shut them;
To your shoulders fly.

Then like little birdies,
Let them flutter to the sky.
Falling, falling, falling,
Almost to the ground,
Quickly pick them up again,
And turn them round and round.

Faster, faster, faster, faster,
Slower, slower, slower, slower,
Clap!

Ten Little Fingers

I have ten little fingers
And they all belong to me.
I can make them do things
Would you like to see?

I can shut them up tight,
Or open them wide,
Or put them together,
Or make them all hide.

I can make them dance high.
I can make them dance low
Or put them together
And make them just so.

I know which ones are right
I know which ones are left
I can put them together
To be ready for night.

The Apple Tree

Way up high in the apple tree
  (reach arms high)
Two little apples smiled at me
  (form two circles with fingers)
I shook that tree as hard as I could
  (pretend to shake tree)
Down fell the apples
  (arms flutter down)
M-m-m-m were they good!
  (pat tummy in circular motion)

Here Is the Engine

Here is the engine on the track;
  (hold up thumb)
Here is the coal car, just in back;
  (hold up pointer finger)
Here is the boxcar to carry freight;
  (hold up middle finger)
Here is the mail car. Don't be late!
  (hold up ring finger)
Way back at the end of the train
  (hold up little finger)
Rides the caboose through the sun and rain.

My Horn

Now I will play with my little horn,
I put my fingers so,
And then I lift it to my mouth,
And blow and blow and blow!

My House

Here is my house where I live each day.
Around it, I'll put a fence where I play.
Here are the windows; some are square, one is round.
My chimney goes up, my roof slants down.
Here are the walls;
Here is the floor.
And there is my Mother waving at the door!

The Sleepy Seed

A tiny seed slept on the ground
Beneath a leafy cover,
(rest closed left hand on table)

Until one day the sun did say
"Wake up, it's time for summer."
(hold right fist(sun) over left hand, pretend to knock)

The seed was tired, so he snuggled up
Close beside his brothers.
(wiggle fingers on left hand)

The sun got mad and called the wind
Who blew off all the covers.
(wave right hand for wind, remove covers(left hand)

Five Little Pumpkins

Five little pumpkins sitting on a gate,
This one said, "It's getting pretty late."
This one said, "Who goes there?"
This one said, There are Brownies in the air."
This one said, "Come on, let's run."
This one said, "No, its only Halloween fun."
When puff went the wind and out went the light,
And away went the pumpkins on Halloween night!

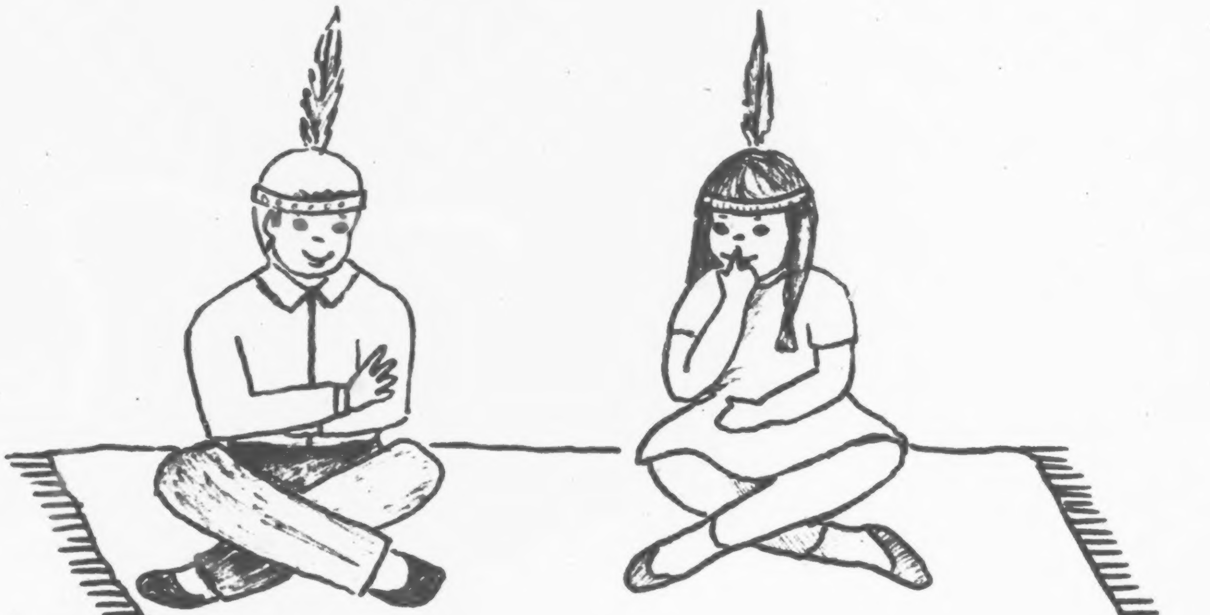
Snowmen

Five little snowmen, happy and gay,
First one said, "What a beautiful day."
Second one said, "We'll never have tears."
Third one said, "We'll stay here for years."
Fourth one said, "But what will happen in May?"
Fifth one said, "Look, We're melting away."

Indians

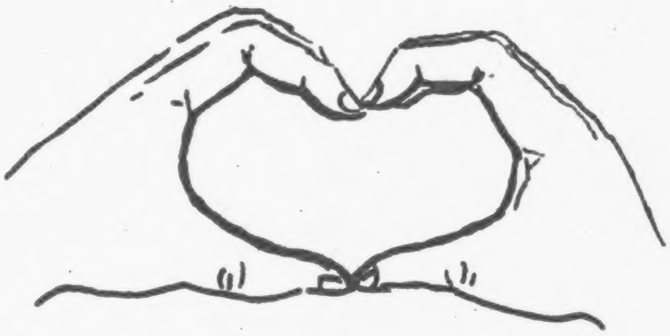
Indians are creeping....Sh-Sh-Sh-Sh
Indians are creeping....Sh-Sh-Sh-Sh
They do not make a sound,
As their feet touch the ground.

Indians are creeping (creep fingers of one hand along arm from upper arm to hand.)
Sh-Sh-Sh- (finger on lips.)
Sh-Sh-Sh.



How Many Valentines?*

Valentines, valentines;
How many do you see?
Valentines, valentines,
Count them with me;
One for Father,
(thumb)
One for Mother,
(pointer)
One for Grandma, too;
(middle)
One for Sister,
(ring)
One for Brother,
(little finger)
And here is one for You!
(make heart shape with thumb and pointer)



My Mittens

Materials: children's mittens, Mitten Song, by Sue Hanlin

Procedure: First sing the Mitten Song by Sue Hanlin.

Thumbs in the thumb place,
Fingers all together!
This is the song, we sing in mitten weather.
When it is cold,
It doesn't matter whether
Mittens, are wool, or made of finest leather.
This is the song
We sing in mitten weather.
Thumbs in the thumb place
Fingers all together!

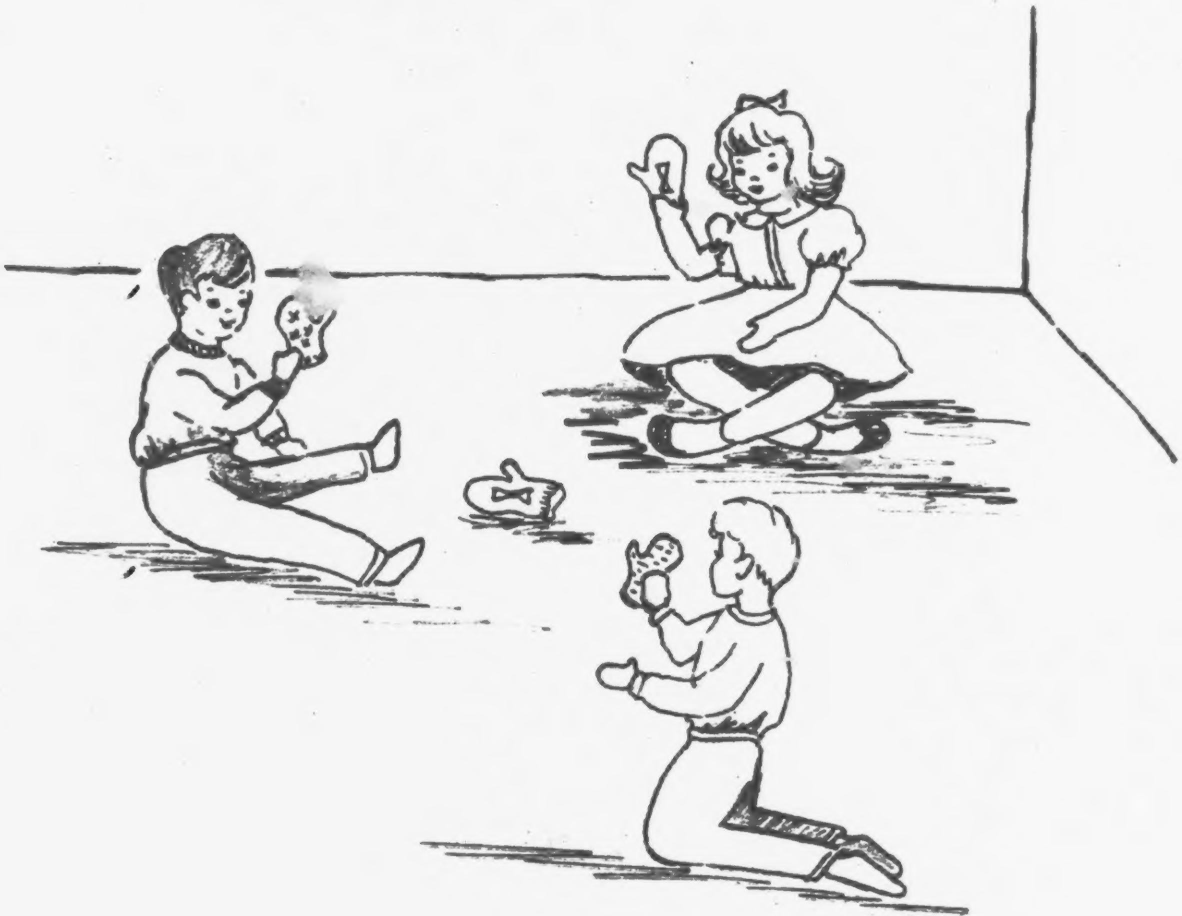
---

* Rhymes for Fingers and Flannelboards; Webster Publishing Co.; St. Louis, Missouri.

FM

The children sit in circle...mitten on hand, the other mitten in center of circle. One by one, each child goes to the center of the circle to match his mitten. (Matching could involve color, size, pattern, materials, as well as left and right.)

For a follow up activity, child makes his own pair of mittens out of construction paper, by tracing around his hand with fingers closed. He then decorates and cuts them out, and ties them together with piece of yarn.



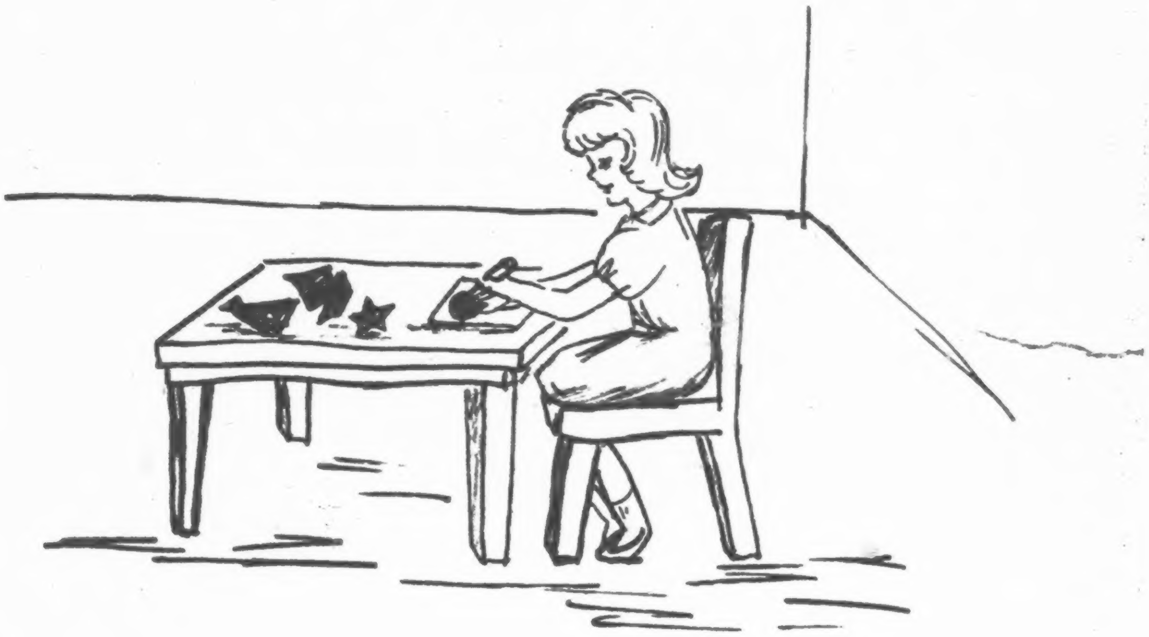
FM

CREATIVE AND CONSTRUCTIVE ACTIVITIES

Pattern Fun

Materials: crayons, scissors, pre-cut cardboard patterns, paper

Procedure:
1. Simple patterns are made out of heavy cardboard by teacher.
2. Children choose pattern, trace around it, and cut it out.
3. Patterns may correlate to unit being studied or a seasonal activity.
4. Child may color and decorate his cut-out.



FM

Valentine Tree

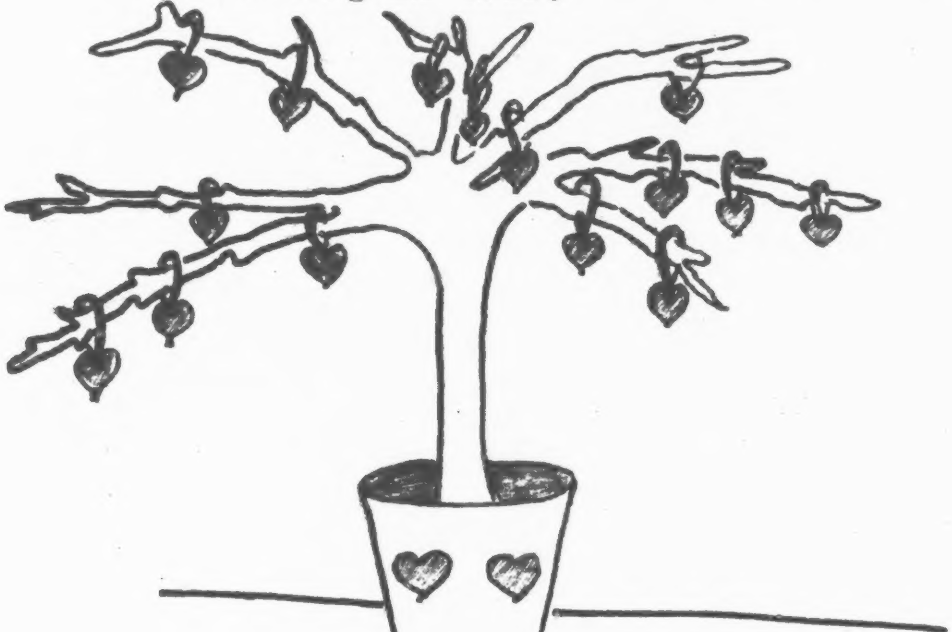
Materials: branch painted white, in a base of plaster of paris, heart cookie cutters, basic dough (flour, salt, oil, water), tempera paints

Procedure: 1. Mix dough,
1 cup salt
1½ cups flour
½ cup water
2 tablespoons vegetable oil

2. Children can manipulate and play with the dough. Then it should be rolled out and cut with shapes.

3. A hole should be made in dough for hanging.

4. After dough dries, it can be painted and hung on tree.



Spool Printing

Materials: 9" x 12" manila paper, empty thread spools (the larger the better), thick tempera paint (one color only).

Procedure: Teacher demonstrates following:

1. Dip spool into felt inking pad. (This pad may be made by putting a piece of felt, saturated with tempera paint, on a plate.)
2. Press spool onto manila paper to make print, continuing until paper is covered. (Some children will be able to do a repeat design, others will simply place the spool at random).

Variations: Many other objects may be used for printing, such as kitchen gadgets, combs, wood pieces and scraps, and potatoes with a design cut into them. The finished product should be mounted on construction paper.

Paper Sculpture

Materials: paste, scissors, 2" x 4" multi-colored paper strips, ½" x 8" multi-colored paper strips, 8" x 12" manila paper

Procedure: Teacher demonstrates various things can be done with paper strips:

1. fringe 2" x 4" strips
2. curl ½" x 8" strips by rolling with the fingers
3. make circles with ½" x 8" strips.

4. make accordian pleats with ¼" x 8" strips.

Ask class for any other ideas they might have which could be done with paper strips. Show how these strips can be pasted onto the manila paper to form an interesting collage or design effect.

Simple Collages

Materials: paste, 8" x 12" manila paper, pre-cut shapes from construction paper (circles, triangles, rectangles, squares)

Procedure: 1. Teacher talks to the children about a collage.
2. Discuss various shapes as she holds them up one at a time.
3. Teacher shows how shapes can be pasted onto manila paper, over-lapping at times, to make an interesting collage.
4. Children go to their own places and begin making their own collages.

Scrap Material Collages

Materials: scraps of material (rough, flimsy, silky, etc.) rick-rack, buttons, shells, yarn, lace, felt, paste, scissors, 8" x 12" manila paper, Procedure: Have materials arranged according to "feel" at a center table, that is rough materials such as corduroy in one pile, silky materials in another, etc. Buttons and shells should each be in a box.

These materials should be arranged several days before actually beginning the project so as to create interest. (The children will be feeling and looking at these things and getting really acquainted with them). Actual procedure as follows:

1. Discuss collages done earlier in year with pre-cut shapes.
2. Teacher demonstrates how scraps of material can be pasted onto manila paper in an interesting fashion to make a design, over-lapping flimsy materials over rough, etc.
3. Five children at a time should come up to pick out their materials. Try to limit items to 6 or 7 the first time, but they may come up many times for additional materials.
4. The finished collages should be mounted on construction paper.

Variation: A variety of dried noodles and macaroni will glue easily to paper plates. Yarn can be glued on for hanging.

Tissue Paper Texture

Materials: shape of object such as snowman, heart, bunny, made of heavy type paper, tissue paper, glue, construction paper.

Procedure:

1. Squares of tissue 1¼" x 1¼" are precut.
2. Children wad up paper and glue close together on form. Features or details are added last out of construction paper.
3. This type of project (depending on size) sometimes takes several days.
4. Corners or ends should be weighted down to keep form from rolling up.
5. It helps to have a dampened paper towel on the table for wiping sticky fingers.

Stuffed Heart

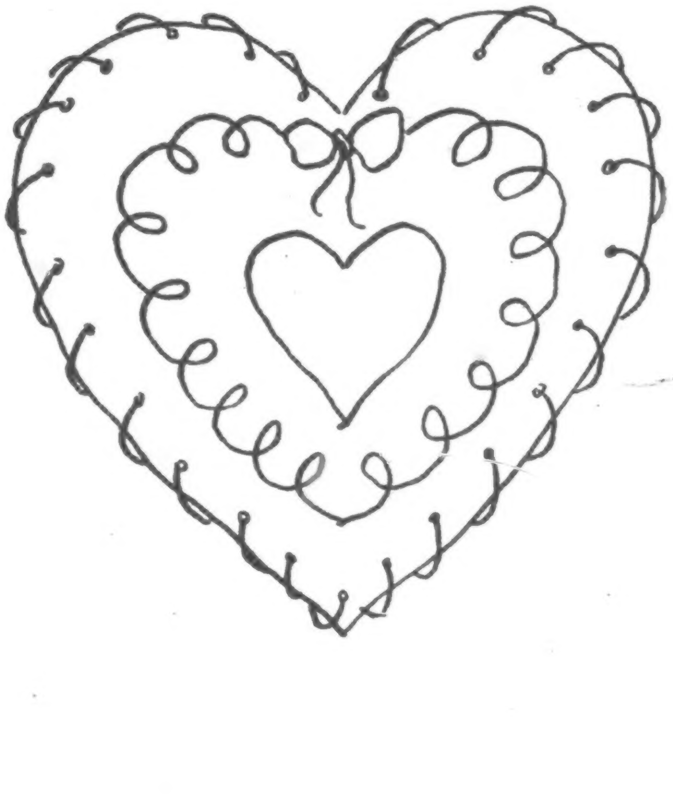
Materials: precut oilcloth heart, scissors, punch, needle, yarn, white paint, paper for stuffing.(newspaper)

Procedure: Child is given two heart shapes, the wrong sides together. Holes have been punched about one half inch apart and one half inch from the edge. Child laces half way around or a little more. He stuffs the heart with shredded paper and then finishes lacing. The ends of the yarn look prettier if tied into a bow. A design may be painted on the heart.

Variations: Some children could trace and cut out their own forms on construction paper.

Stockings, gingerbread men, flowers, balls, pumpkins, can also be decorated, stuffed, and laced.

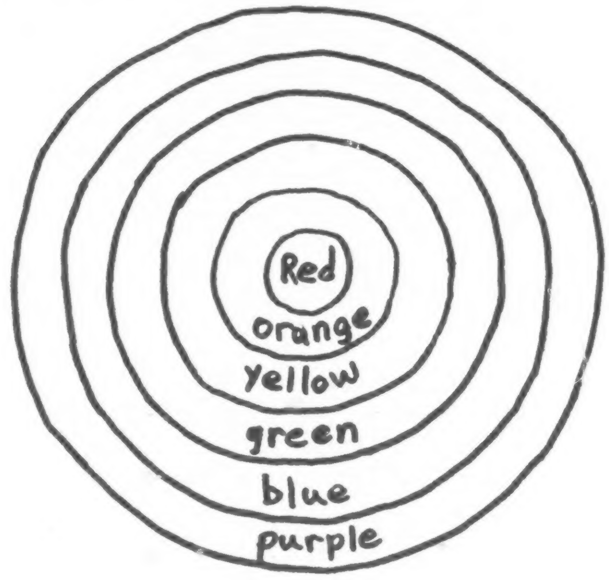
(Dipping the end of the yarn in glue and letting it dry makes a stiff end easier to lace or one could wrap scotch tape on end and taper to point with scissors).



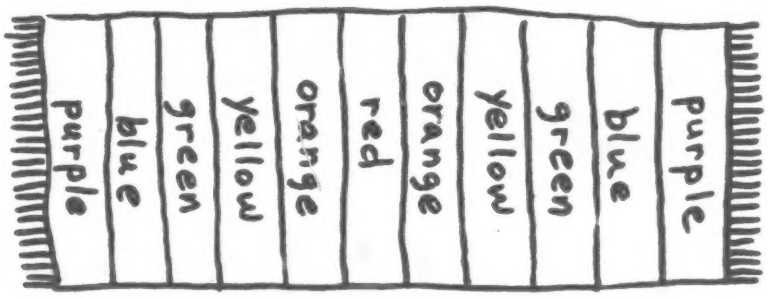
Playhouse Rug

Materials: crayons, paper may be in the form of a rectangle or a circle

Procedure: Child starts in the center of the paper and proceeds to decorate rug by applying colors in sequence of the colors of the rainbow.


Red
orange
yellow
green
blue
purple

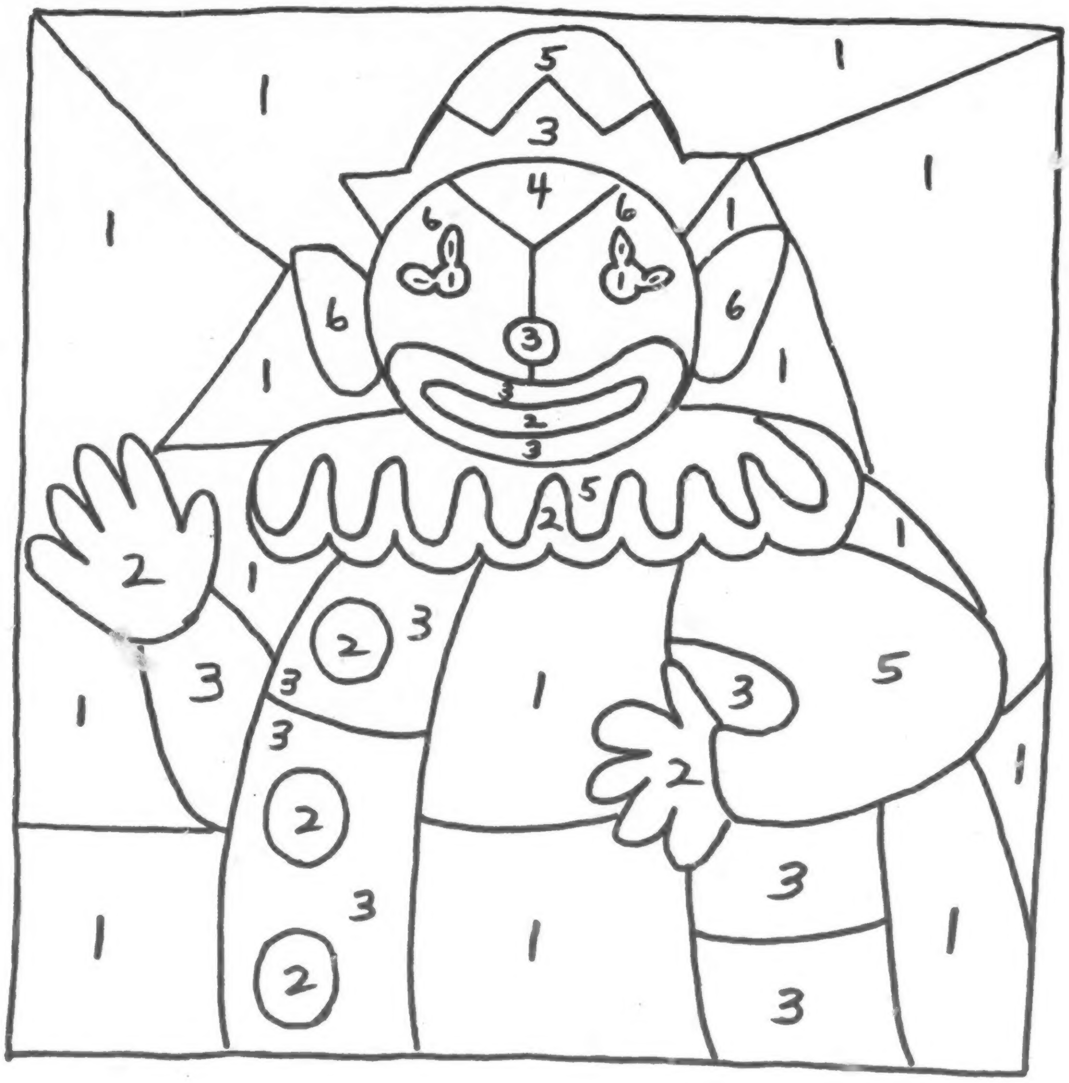
Ends of rugs may be fringed by making a short cut with the scissors.


purple
blue
green
yellow
orange
red
orange
yellow
green
blue
purple

Color Picture by Number

Materials: ditto sheets as per sample

Procedure: Have child color by numbers. If he cannot read colors, the teacher may color with crayon over the word. The child is pleased with recognizing the animal or person after completion.


5
3
4
6
6
6
6
1
1
1
1
1
1
1
3
3
2
3
5
2
2
1
2
3
3
3
1
3
5
3
2
1
1
2
3
2
3
1
3
1
1

Class Activities Inventory

Fine Motor Control Eye Motor Control	Age								
Grasps & releases on target									
Uses thumb & finger to pick up small objects	1								
Transfers object from hand/hand	2								
Turns pages of book Singly	2								
Builds block tower(6) of (8)	2 2½								
Strings beads (4 in 2min)	3								
Builds block bridge (copy)	3								
Cuts with scissors	3								
Places forms in form board	3								
Copies circle drawing	3								
Buttons coat	3-4								
Folds paper (3 creases)	4								
Uses pencil with cont.	4-5								
Prints simple letters	5								
Tie a shoe	5-6								

Commercial Materials

The following commercial list is only a sampling of toys and games which are useful in the development of fine motor skills. Those listed have been used successfully at the Pre-Kindergarten Center.

The catalogs picture and describe many additional and appropriate toys and games.

BOOKS

Creative Activities for Young Children: Osborn & Haupt; Merrill Palmer Institute; Detroit, Michigan.
Painting Book I,II: Albert Whitman & Company; Chicago, Illinois.
Paper Art, Book I: Albert Whitman & Company; Chicago, Illinois.
Print Art, Book I: Albert Whitman & Company; Chicago, Illinois.

TOYS AND GAMES

Bolt-It: Creative Playthings; Princeton, New Jersey.
Graded Cylinder Insets: Creative Playthings; Princeton, New Jersey.
Hammer-Nail Design Board Set: Creative Playthings; Princeton, New Jersey.
Lego: Creative Playthings; Princeton New Jersey.
Masonite Sewing Cards: Creative Playthings; Princeton, New Jersey.
Peg Board Play Tiles: Creative Playthings; Princeton, New Jersey.
Standard Hammer-Nail Set: Creative Playthings; Princeton, New Jersey.
Work Bench: Creative Playthings; Princeton, New Jersey.

Commercial Materials (Continued)

Besco Anti-Roll Large Crayons: Constructive Playthings; Kansas City, Missouri.
Design Tiles: Constructive Playthings; Kansas City, Kansas.
Jumbo Beads: Constructive Playthings; Kansas City, Kansas.
Left-Handed Scissors: Constructive Playthings; Kansas City, Kansas.
Magnetic Basic Form Board: Constructive Playthings; Kansas City, Kansas.
Pegs & Peg Boards: Constructive Playthings; Kansas City, Kansas.
Dress-A-Bear: Constructive Playthings; Kansas City, Kansas.
Sifo-Bil-ding: Constructive Playthings; Kansas City, Kansas.
Dressing Frames: A. Daigger & Company; Chicago, Illinois.

RECORDS

Hand Rhythms: Rhythm Record Company; Oklahoma City, Oklahoma.

Position In Space

An awareness of how the body is related to the objects around it governs the effectiveness with which the individual is able to deal with those objects. The body is the center of the individuals spatial environment, as he perceives objects as being in front of, behind, above, below, or to either side of himself, (left-right).

(For activities that deal with the relationship of object to object, see the section on Spatial Relationships, Developmental Skills Series, Booklet III).

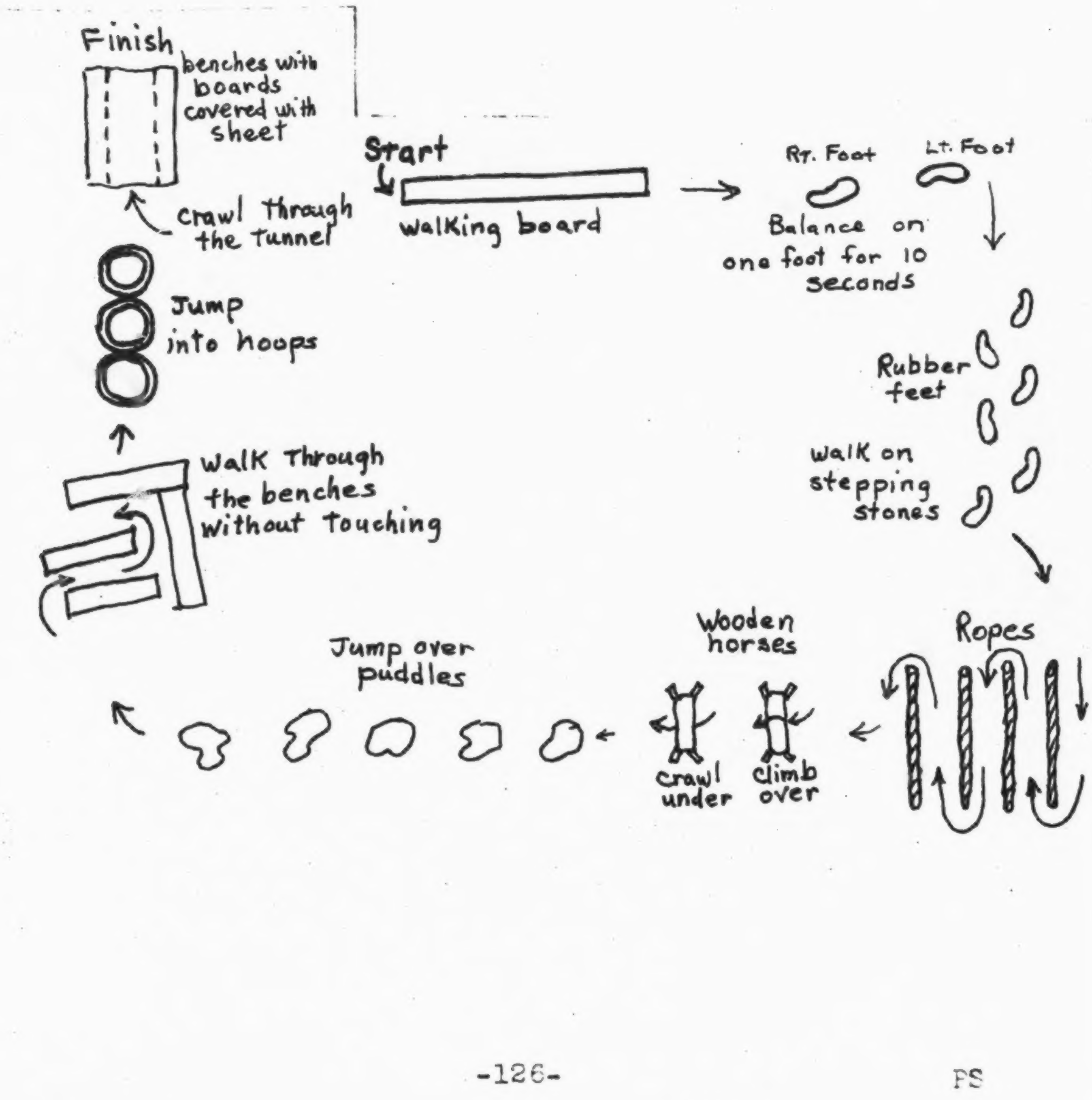
Obstacle Course

Materials: benches, rubber feet (see commercial page at end of this section), wooden horses, hoops, ropes, walking board, sheet

Procedure: 1. Teacher with a child go through the obstacle course first, demonstrating for children various movements.

2. Verbalize and use spatial prepositions in moving: on the walking board, on the stepping stones, between the ropes, climb over and under the benches, jump over the puddles and candlesticks, walk between the benches (without touching them), jump into the hoops, crawl through the tunnel...finish.

Obstacle Course

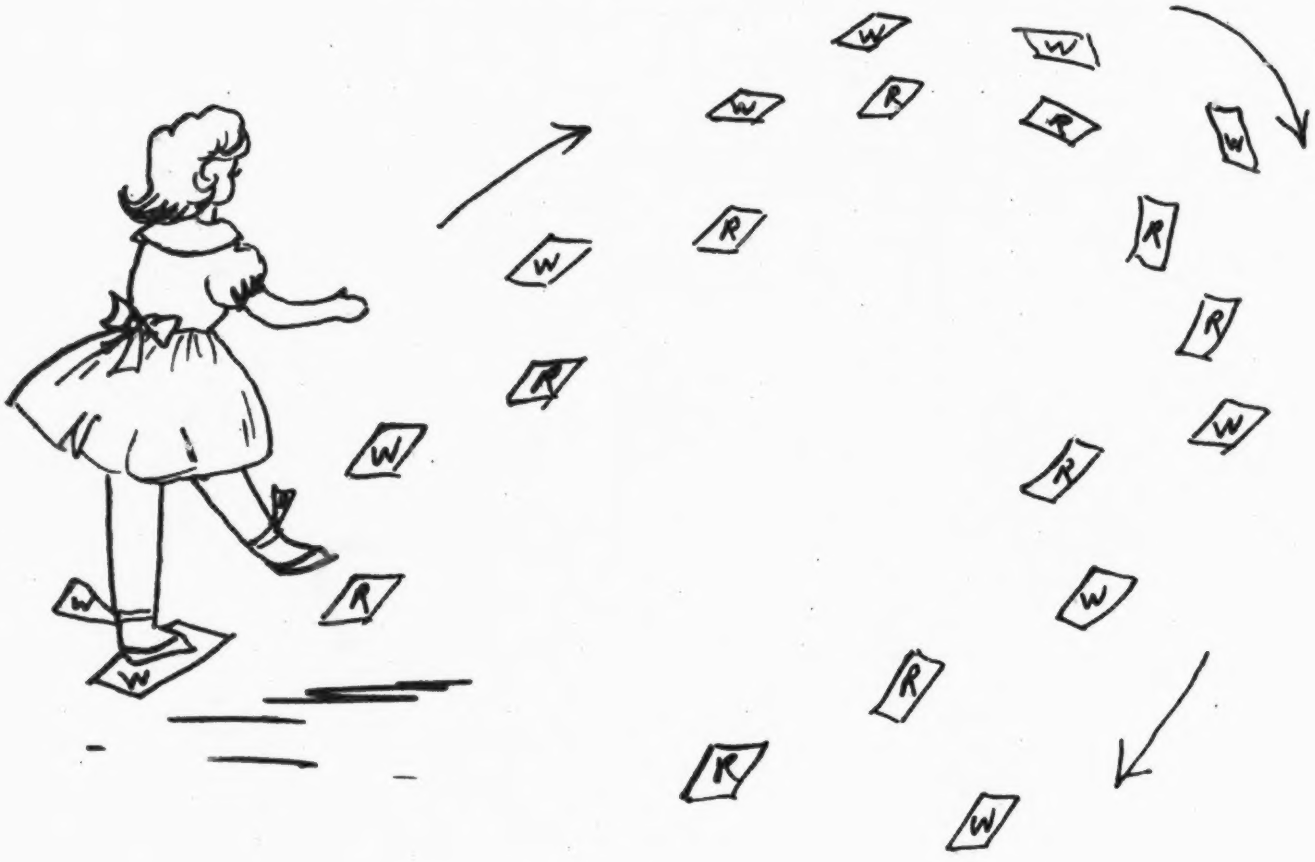

Finish
benches with boards covered with sheet
Start
walking board
Rt. Foot
Lt. Foot
Balance on one foot for 10 seconds
crawl through the tunnel
Jump into hoops
Rubber feet
walk on stepping stones
Walk through the benches without touching
Ropes
Wooden horses
crawl under
climb over
Jump over puddles

Variations: This obstacle course may be set up outdoors using the playground equipment; slide, jungle gym, tunnels, etc.

Stepping Stones

Materials: cardboard 6" x 6", 10 white and 10 red, red ribbons, white ribbons

Procedure: Attach the 20 squares on the floor with tape, as follows:

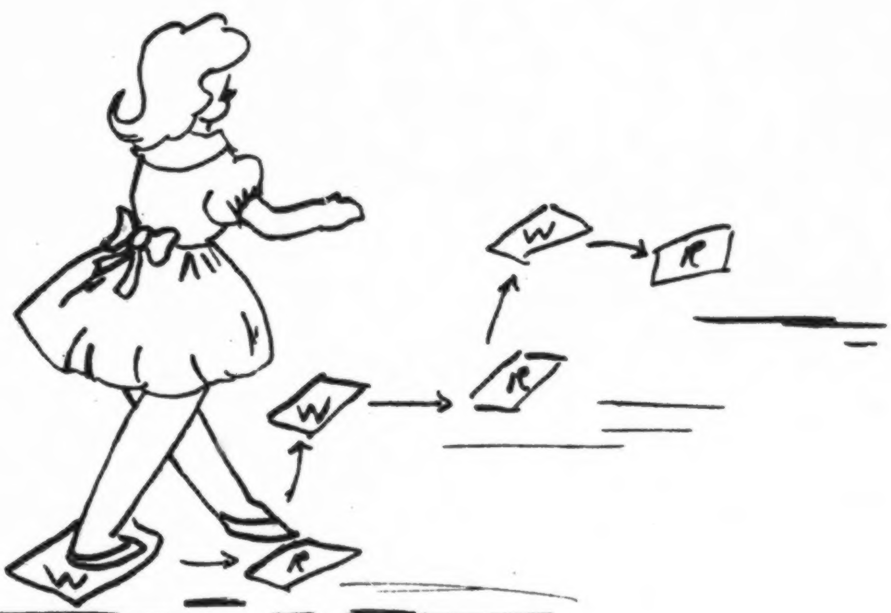


PS

Tie a white ribbon on the left foot, red ribbon on the right foot of the child. Instruct the child to step only on the square with the foot that has a ribbon to match the square. Each child takes a turn while the others watch to see that he steps in the correct area and not on the "grass."

Variation: 6 squares could be placed (see illustration) to involve crossing one foot over, making it more difficult.

"Rubber feet" may be used (Creative Playthings) see commercial page at end of this section. Rubber hand are also available. (Creative Playthings)



Pass the Ball Relay

Materials: two balls, about 8"

Procedure: 1. Divide class equally into two lines.
2. Children should stand about 2 feet behind each other.
3. First child in each line is given the ball and on signal he passes it under his legs to child behind him, saying, "The ball goes under".
4. Ball is passed on in same manner. After it reaches the last child, he starts it on the way back to leader, by passing it overhead to the child in front of him, saying "The ball goes over."
5. First group to return ball to leader without dropping it wins.

Go In and Out

Materials: chalk circles scattered around floor, one less than total number of children in group, records or piano

Procedure: 1. Music is played, children move around the circles, carefully avoiding stepping on them, and not touching each other.
2. When the music stops, each child must jump into a circle. Child remaining is out of game.
3. A circle is erased and game continues until only 1 child remains.

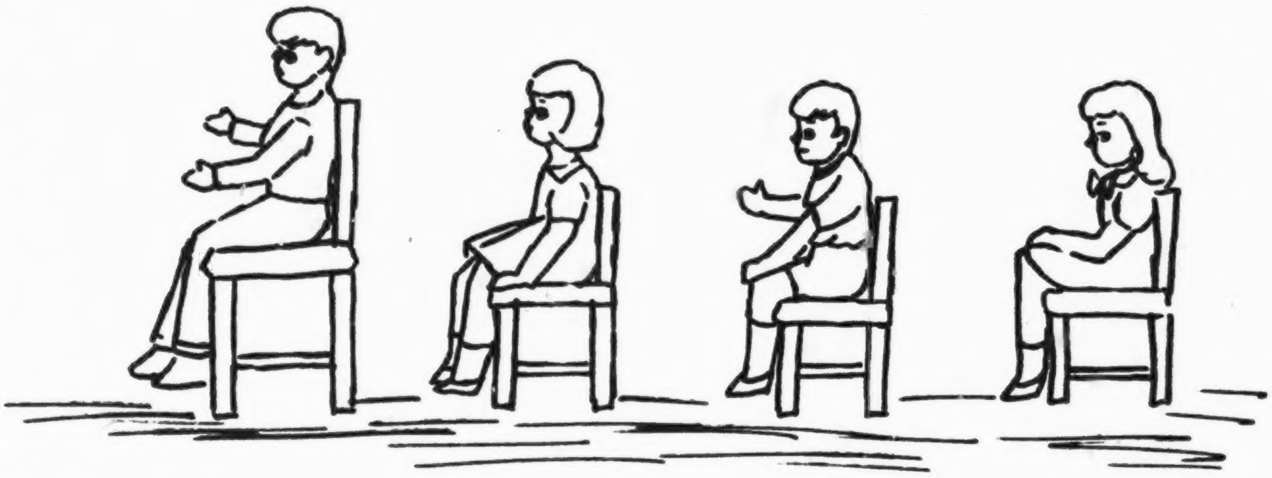
Bus Driver

Materials: can use chairs, otherwise children sit on the floor

Procedure: An imaginary bus is built of chairs and the teacher is the bus driver. The children line up and the teacher gives them directions such as:

"Sit in front of Sue."
"Sit in back of ________."
"Sit next to____________."
"Sit in front of _______, and next to____."
"Sit in back of______, and next to______."
"Sit next to_____, and across from______."

Directions can be progressively more complex and later children can take turns being bus driver.



Jumping into Shapes

Materials: masking tape

Procedure: Tape geometric forms on the floor, (square, triangle, circle, and rectangle.) Each child is given specific directions regarding what he is to do with each form. He may be told to walk around the square, step into the triangle, jump over the rectangle and hop into the circle. The child next in line explains the preceding action he saw. Directions given the children vary with the needs of the child.

Let's Have A Party

Materials: table and chairs, but could use imaginary ones

Procedure: The leader seats the children at the table by giving directions as follows:

"Father sits at the end of the table."
"Mother sits across from Father."
"John will sit to the right of Mother."
"Mary will sit next to Johnny."
"Sally will sit opposite John."
"Bob will sit to the left of Father."

After all are seated, questions can be asked, as follows:

"Will the one sitting opposite Sally raise his right hand?"

"Will the one sitting to the right of Johnny stand up?" etc.

Catch Me

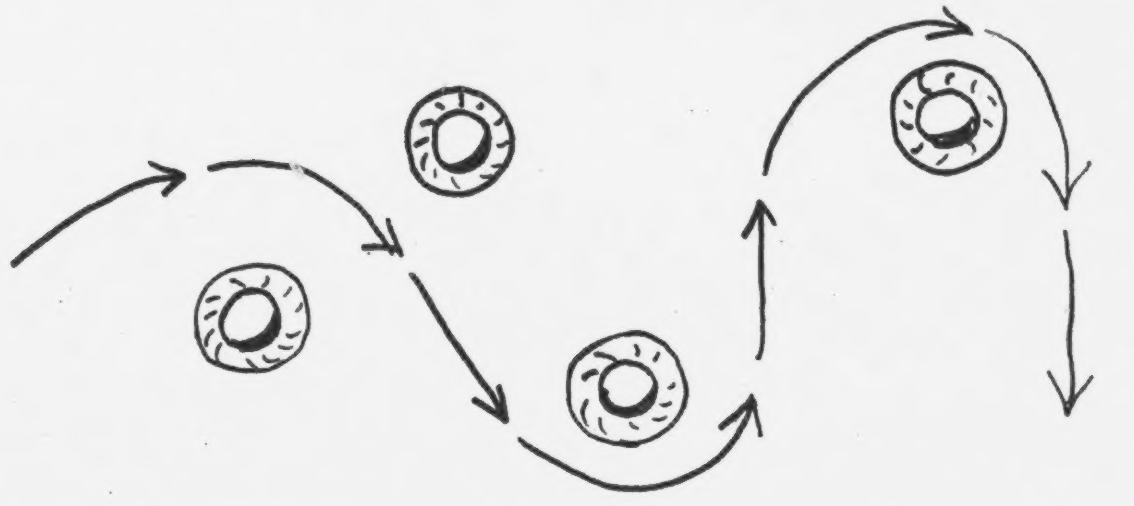
Materials blindfold

Procedure:
1. Children are in circle formation.
2. "It" is in center, blindfolded.
3. Two children in circle are designated to change places.
4. Blindfolded child tries to catch one of them. If one is caught or touched he becomes "it".

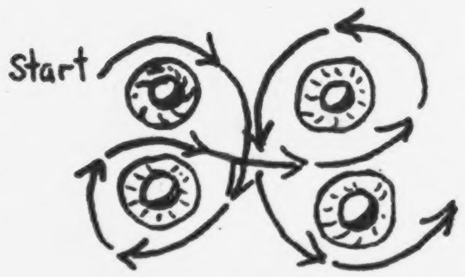
Tire Activities

Materials: 4 or 5 old tires

Procedure:
1. Arrange tires in a row. Jump into and out of the middle of each.
2. Arrange tires in a row. Jump on rims of each tire, try not to fall into the "water."
3. Incorporate tires into an obstacle course, using them as in #1 and #2, or having children weave in and out.



4. Walk a figure "8" around 2 tires or an ∞ around four tires.



5. Lay tires flat on floor, try to pitch bean bags into center.
6. Roll tires individually or as a race. (better as outside activity)

Where Do You Go?

Materials: large room

Procedure: 1. Each child has his own place, if possible, a square of tile in which to stand.
2. Directions are given:

a. find a spot on the wall closest to you, touch it. Return to original place.
b. find a spot on the wall farthest away from you and touch it. Return to original place.
c. go to wall nearest you in as few steps as possible, in as many (biggest steps, little steps).

Variations: Incorporate other movements such as skipping, galloping, sliding, hopping, etc. into directions.

Turning Helicopters

Materials: large room

Procedure: 1. Children are scattered throughout the room, each one in his own place. 2. On signal, child moves through the room with his hands (propeller) extended, being careful not to bump into other helicopters. Signal is given to return to original place.

Variations: skip, gallop, fast walk, slow walk

Apple Tree

Materials: none

Procedure: Direct children to:

1. Put your arms around a large pretend tree.
2. Now run around your own tree.
3. Lean into your tree.
4. Go the other direction.
5. Make another pretend tree next to the first one. Run around your tree, and then stay to the inside and run around the other tree. What are you making now? (figure 8)

Fun With Ropes

Materials: rope, suspended about 1' from floor

Procedure: Direct children through various tasks such as:

1. go over the rope
2. go under the rope
3. go under feet first
4. go over hands first
5. go over with one foot
6. go over with two feet
7. go over with hands and feet
8. go under with hands and feet.

Who Can Jump the Farthest?

Materials: chalk, block

Procedure: 1. Establish a permanent starting line.
2. Have children jump over the brook (block on floor).
3. Make a chalk line and child's initials where he lands.
4. Winner: child who jumps the farthest. Measure the distance with a yardstick.

Variation: Could be played with teams.

Jumping Rope
(Group)

Materials: long jump rope

Procedure: 1. Rope is wiggled on ground. Children jump over it.

2. Rope is swung back and forth, (not turned) - jump over it.
3. Rope is turned - children run under it without touching the rope.
4. One child swings a fairly short "hot" rope around, keeping it on the floor. Several other children try to jump over the rope as it swings around to where they are standing.
5. Children will gradually work up to standing in and jumping as rope is turned around them.
6. Children can run in and begin jumping.

Jumping Ropes
(Individual)

Materials: individual jumping ropes, may be dyed colors, with spools on the ends for handles (to be used after child has had previous rope activities)

Procedure: 1. If child has difficulty coordinating all his parts for individual jumping, it helps to remind him to:

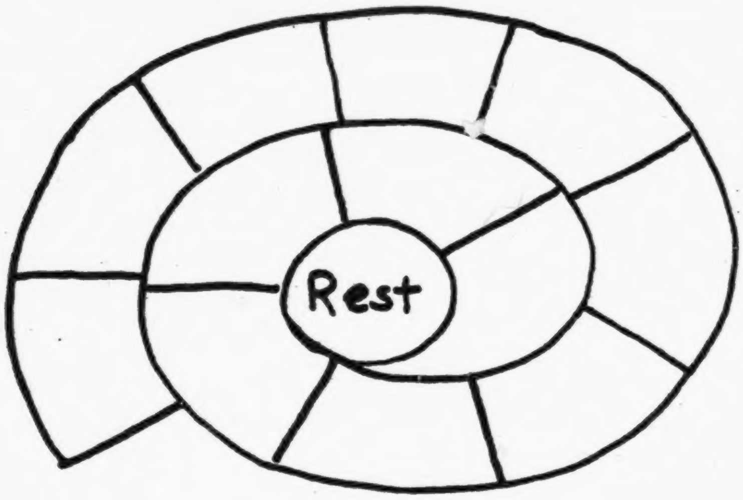
a. turn (the rope)
b. look
c. jump - with both feet

2. When child becomes proficient, music may be added and he may jump in time to it.

PS

Snail Hopscotch

Materials: diagram of hopscotch marked off, each box is about 2 feet x 2 feet



Procedure: 1. Child hops on one foot through the squares, one hop to each square.
2. When he gets to center, he may stand on both feet and rest.
3. He then hops back to start, stopping if he wishes to rest again in any square, but only standing on the hopping foot.
4. If he is successful in returning to start, he may choose any square to be his house, and his initials are put in it. Then no other child can use his square for a resting station.
5. For children who have difficulty hopping, this game should be first played by jumping, rather than hopping.

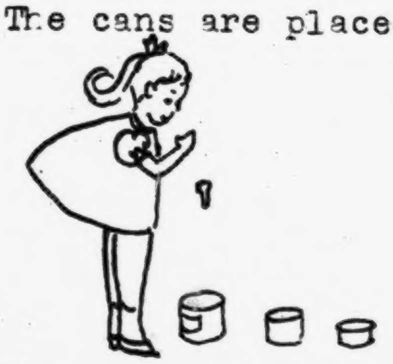
Bean-Bag Activities

Materials:	bean bags, hoops, container such as wastebasket, rope
Procedure:	1. Toss bean bag up with one hand, catch with two hands. 2. Toss bean bag up, catch with one hand. 3. Toss bean bag into the air and clap hands before catching it. 4. Throw and catch with a partner, using the underhand throw. 5. Stand with arms out to side and toss bean bag overhead, from hand to hand. 6. Toss through a hoop and into the basket or container. 7. Toss over a string or rope and onto a target.

Drop It!

Materials: cans of various sizes, clothespins

Procedure: The cans are placed in a row.

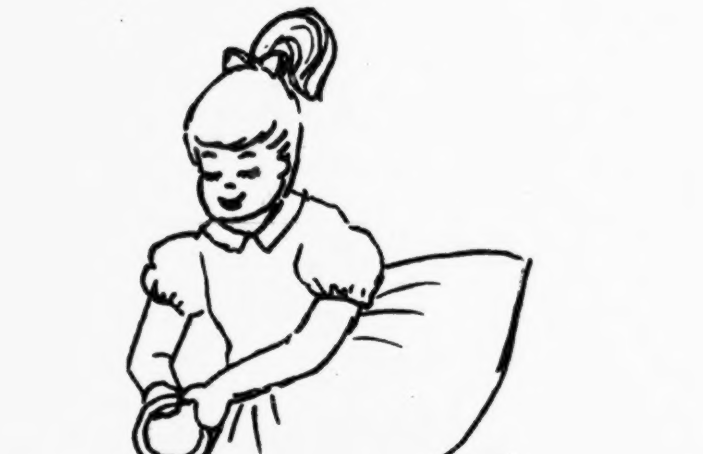


The child stands and tries to drop the clothespins into the cans in any of the following ways: (the clothespin is held in only one hand) 1. from the chin, mouth, nose, right eye, left eye.

Ringo

Materials: cafe curtain rings and nail driven into block of wood

Procedure: Child stands over block with nail and attempts to drop rings from eye level onto nail.



TARGET GAMES

Bongo the Ball Eater

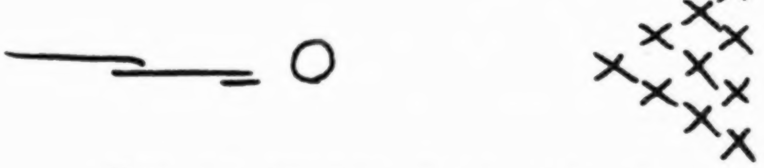
Materials: tennis balls or other small rubber balls, Bongo target

Procedure: Make Bongo drum from a round box. The children stand three feet from the target and roll a tennis ball at Bongo's mouth.

Bowling

Materials: 10 plastic bottles, 1 soft 6" or 8" rubber ball (above needed for each group of 4 children)

Procedure: Arrange the ten bottles as shown:



Ten or twelve feet out, draw a line. Four or five children line up behind this line and one at a time bowls the ball at the bottles. He scores 1 point for each bottle knocked over. The child who has just bowled gets the ball and returns it to the next person and then goes to set up the bottles he knocked over.

Miniature Bowling

Materials: 3 marbles and 10 clip clothes pins

Procedure: Pins are set, starting line idenfified. Child rolls marbles, one at a time, trying to knock all pins down on the three tries.

Gateway Arch

Materials: three blocks to make arch, plastic bottle, tennis ball

Procedure: Starting line is identified. Child rolls ball through arch, trying to knock down bottles.

Astronauts

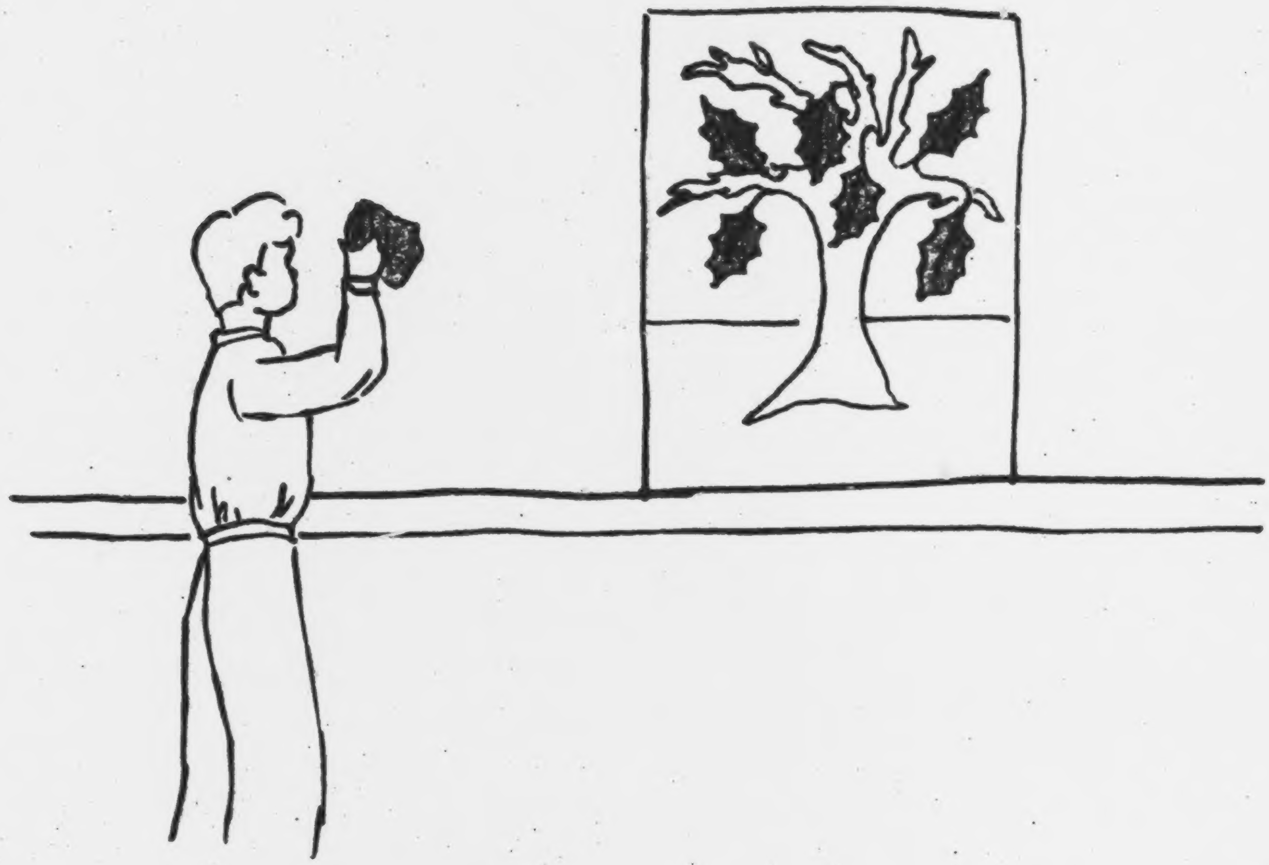
Materials: rubber ball and cardboard blocks

Procedure:
1. Children are seated in a large circle.
2. "Launching pad" is in the center indicated by a square made of chalk and five blocks stacked to make a tower-like structure.
3. A child is given the ball which he rolls toward the target as the children say the countdown, " 5-4-3-2-1, blast-off!" If he hits the target he may take one block and re-stack the others for next count-down.
4. He then chooses another child and the game continues.
5. If the child misses the target the child closest to the base when it stops rolling gets the next turn.

Hit the Balloon

Materials: about 6 beanbags or balls of different colors, picture of balloons of matching colors - on bulletin board

Procedure:
1. Child throws beanbag and tries to hit balloon of matching color.
2. He scores a point for each time he hits the correct target.
3. Child should stand behind a chalk line on floor each time he throws.



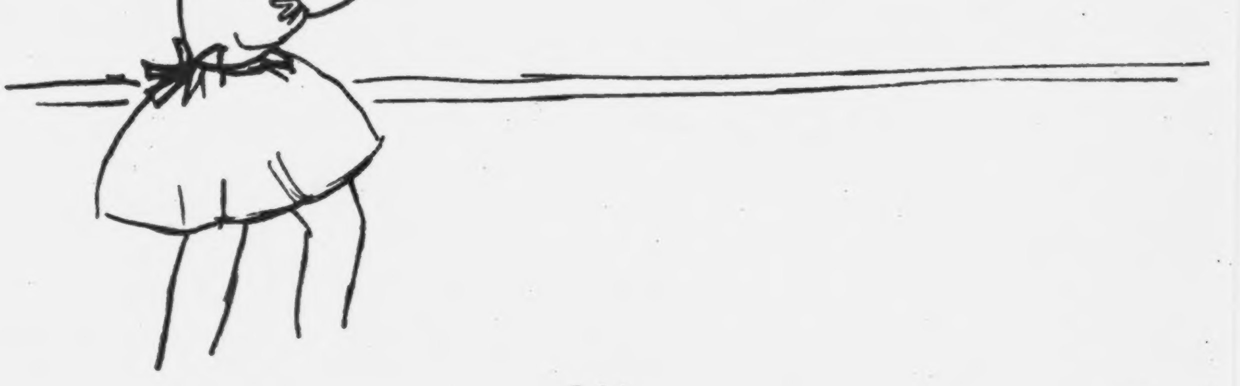
Variations:
1. Hit the leaves (on tree).
2. Hit the candy (in store).
3. Hit the shape (geometric).
4. Hit the features (cut-out of face in a hoop on floor).

Pin the Smile on the Pumpkin

Materials: Jack O'Lantern face made of paper which is missing the "smile", a mouth

Procedure:
1. Blindfold child.
2. Direct him towards Jack O'Lantern.
3. He tries to pin smile on in correct place.

Variations:
1. Pin the tail on the bunny.
2. Pin the heart on the bull's eye.
3. Pin the beard on Santa.



Commercial Materials

BOOKS

Growth Through Play; Farina, Furth, Smith; Prentice Hall; Englewood Cliffs, N.J.
Lets Play A Learning Game; LeCrone; Rhythm Records; Oklahoma City, Oklahoma.
Primer of Motor Development; O'Connor: D. Armstrong & Co.; Houston, Texas.
Success Through Play; Radler & Kephart; Harper & Row; Evanston, Illinois.
The Developmental Program in Visual Perception; Beginning Pictures and Patterns; Teacher's Manual: Frostig, Marianne; Follett Publishing Co. 1010 W. Washington Blvd.; Chicago, Illinois.

The following list is not presumed to be complete, but it will serve as a basis for acquiring equipment that will help in the development of awareness of position in space.

Constructive Playthings; Kansas City, Missouri
- Bean Bag Game
- Indoor Horse Shoes
- Puzzles

Creative Playthings; Princeton, New Jersey
- Bowling Game
- Hopscotch
- Rubber feet
- Rubber Hands
- Tunnel of Fun

PS

Eye-Motor Control

Eye-Motor control is developed through activities which help to coordinate vision with movement of the body or body parts. When the eyes guide and direct the body in its actions, movements will be more smooth, precise, and accurate.

Eye movement and focusing activities, ball games, tracking a moving target, following a maze, aid in developing this skill. Templates also are most helpful and Developmental Skills Series, Booklet II (Visual Section) has suggestions for their use. A class inventory sheet for tasks requiring coordination of eyes and body is on p. 121.

Activities That Will Help in the Development of Eye-Motor Control

1. Copying patterns with pegboards and sticks.
2. Cutting on lines (see fine motor section).
3. Dot-to-Dot games.
4. Finger-painting and Creative Art Activities. (see fine motor section.)
5. Hammer-Nail work.
6. Lacing and braiding.
7. Marble games.
8. Pouring (see fine motor section).
9. Punching bag.
10. Rope activities (see position in space section).
11. Sewing.
12. Stencil drawings (see fine motor section).
13. Templates.
14. Weaving.

EYE MOVEMENT AND FOCUSING ACTIVITIES

What Do You See?

Materials: variety of small objects or toys which are appealing to children

Procedure: 1. Sit directly in front of child with four or five objects in lap.
2. Pick up one object in right hand and hold it off to the child's left side. Ask child to look at object and name it.
3. While he is observing first object, pick up another one with your left hand and hold it to child's right side. Ask him to look at it and name it.
4. Repeat.

5. Then go on to new objects with as quick a change as possible.
6. It is most desirable to produce as rapid eye movement as possible with little head movement.

Follow It

Materials: toy, table

Procedure:
1. Children should hold heads straight and still, about 5 feet from table.
2. Teacher moves toy across table, from left to right, from childrens' point of view.
3. Children should try to focus on object as it moves, without turning their heads.
4. At the same time, children could follow object with their fingers or a stick.

Variations:
1. Follow a rope laid on floor.
2. Follow scarf waved in air.
3. Follow flashlight beams with eyes or other flashlight.
4. Follow objects in a mirror.
5. Follow string on a paper.
6. Follow lines on a chalkboard.
7. Follow ball in a ring-shaped mold.
8. Follow an object as it is pushed along a wire.
9. Follow a ball that is suspended from doorway or ceiling - as it is swinging, (try to use string or rope that is not distracting from ball.) (Also, ball could be lowered and child lies on floor, directly under it. As ball is swung in

large circles, child should watch it until it comes to a stop. It may be necessary to paint or attach colored object on the ball for child to focus on.)

Car Race

Materials: small wheel toys

Procedure: 1. Child should be on hands and knees as he pushes small toy around circle.
2. Teams may participate in races.

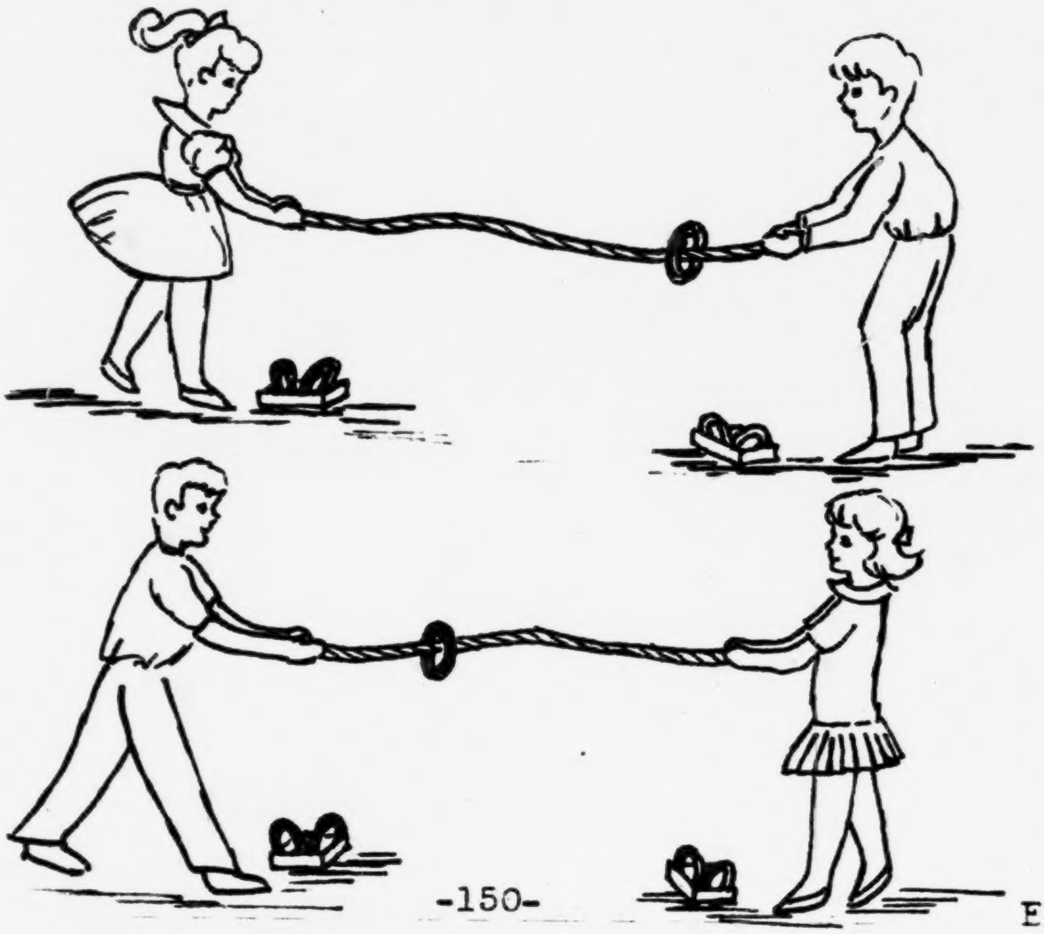
Pass the Ring Relay

Materials: 2 ropes, each about 6 feet long, twenty-thirty wooden drapery rings, half of which are different color.

Procedure: 1. Divide class equally into four groups, with two groups to each team.
2. Team groups should stand single file, with the rope held by the first in each group. The opposing team groups should be about 6 feet apart, in a parallel formation.

3. Place number of one colored rings, in a box on a chair by the starting player - equal to number of players in the line. Place different colored rings in equal number for players on other end of the rope. (Do the same for the opposing team.)

4. When teacher gives signal, first child places ring on rope and manipulates it across to other player, who removes ring, places it in box and sends contrasting color back to starting player. Game continues as new players step up to first place in line. When rings have all been changed to box on opposite side by a team, they are declared the winners.

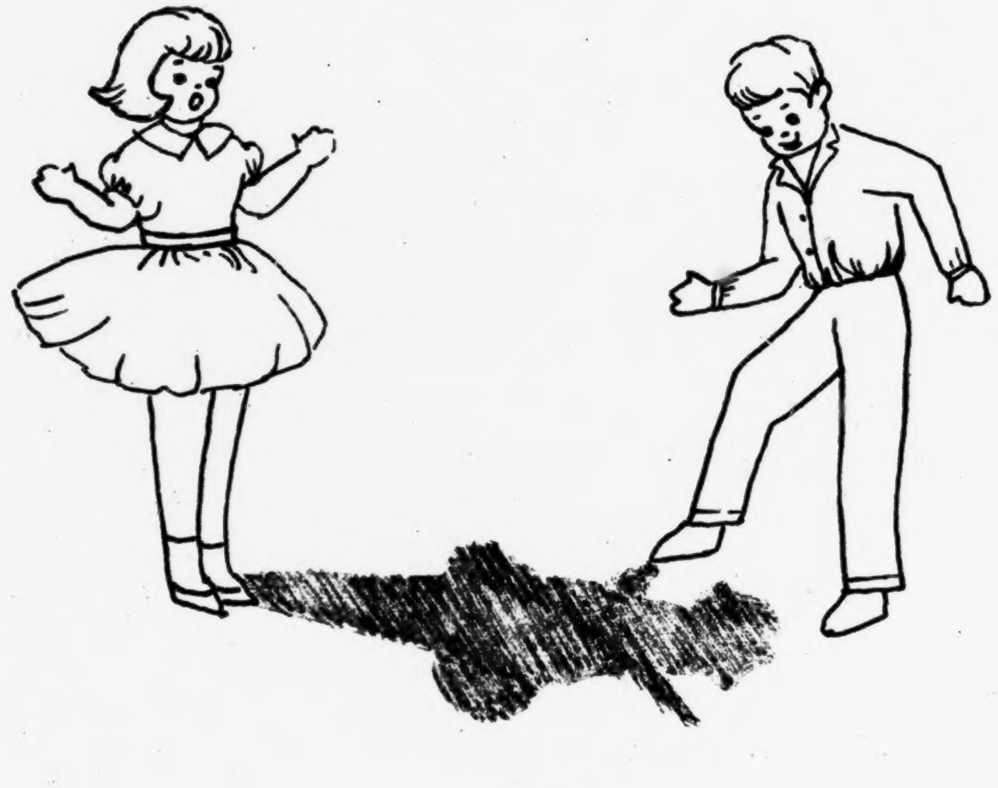


EM

Shadow Tag

Materials: Outdoor area, sun

Procedure: The player who is "It" tries to step on the shadow of another player, this setting himself free and making the other player "It." The game is then repeated and continues like a game of tag, each player trying to remain free as long as possible.



Tether Ball

Materials: braced, upright rod with string, small wiffle ball

Procedure: The child wraps the string around the rod by hitting the ball with open palm. If he misses the ball he must start over again.

Pinata Swingette

Materials: small paper-mâche containers suspended on cords, broom sticks, candies

Procedure: One or more small Pinatas are filled with wrapped candies. Children take turns trying to hit each as it swings, so that it breaks, spilling contents.

Duck Hunt

Materials: block and string

Procedure: A string is tied around a block to represent the duck. A child pulls the duck between two lines of seated children (hunters) who are rolling two balls trying to shoot the ducks. One child is the retriever, responsible for returning the balls to the hunters. When a hunter shoots the duck, he becomes the next duck.

Lead Up to Dodge Ball

Materials: ball, 6 ft. rope, or chalk

Procedure: Children stand on two lines across the room from each other. One child is "It", and stands in a rope or chalk circle between the two lines. Children throw the ball at child in center and try to hit him below the waist. Child who hits "It" becomes new "It". ("It" can dodge ball but must stay in rope or chalk circle.)

Push the Balloon Relay

Materials: round balloons

Procedure: 1. With tape or chalk, make lanes on the floor.
2. Two teams, one at each starting.
3. Children remove shoes, and start on signal to push or gently kick ball to end of room and back, being careful to keep balloon within lane.
4. First team to finish wins.

BALL ACTIVITIES

Flying Balloons: Introduction to Ball Activities

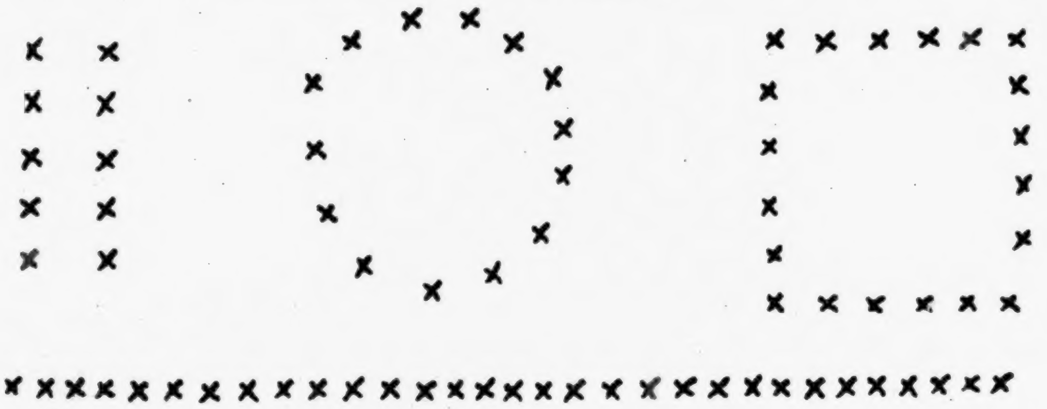
Materials: inflated round balloons

Procedure: 1. Children try to keep their balloon flying by hitting it with palms of their hands.

2. Catch can be played with balloons, helping child gain eye-hand coordination that will be necessary for ball activities.

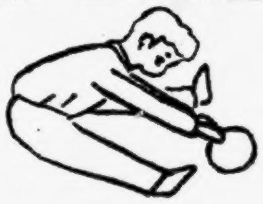
Ball Activities

Each child should have a ball, preferably 8½" or 10" in diameter. Have the children scatter over the play area and allow them to play fully with the ball for two or three minutes. Then on signal bring them back to a teaching formation. One of the following could be used.

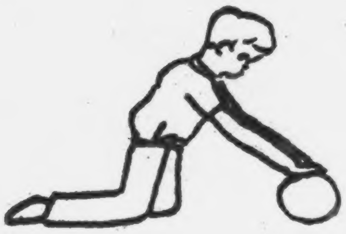


For the child's initial ball activities eye-hand control should be stressed in both tossing and catching. Fingers should be kept open, and ball caught with hands, not the whole arm and hand.

1. Have the child sit down and roll the ball out in front of him and then roll back to self.



2. The child kneels and rolls ball out and back.



3. Have child roll ball against wall and try to intercept it on return.

4. The child stands and bounces the ball and catches it. The teacher can say "Bounce... Catch." (Some of the children will be able to dribble the ball.) It is a very good eye-hand coordination for them to bounce in a sitting position after they have practiced it standing.

5. The child stands and throws the ball just slightly above his head and catches it.

6. Combine the toss and bounce, i.e. the child stands and tosses the ball up in the air and allows it to bounce to the floor. He catches it after the first bounce.

7. After the children have learned to control the ball while standing still, have them practice rolling the ball and running after it to pick it up. (It would be best to have the children in a straight line so all will roll the ball in the same direction.) Caution them about watching where they are going.

8. Have the children bounce and catch the ball as they walk forward. This will not be easy for

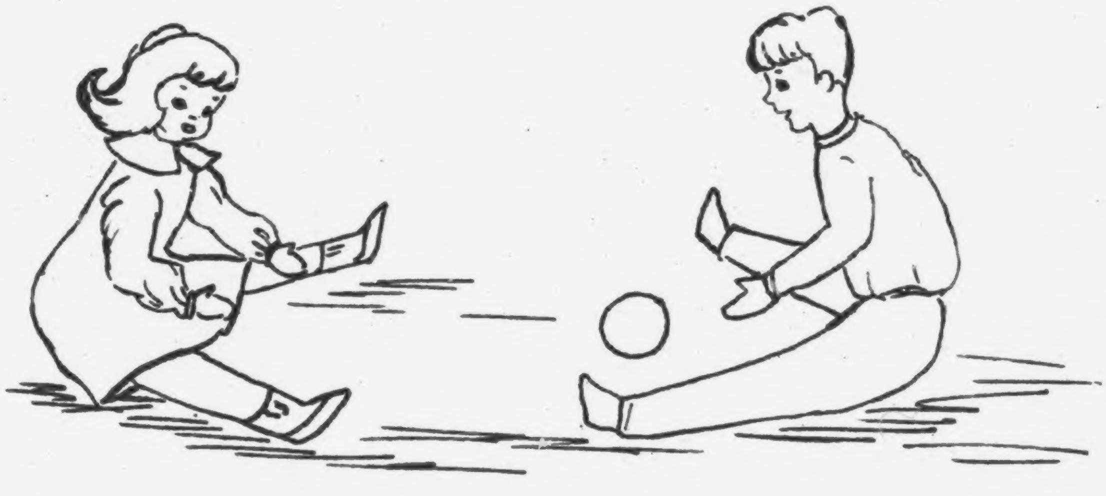
the children.

9. The children walk forward as they throw and catch the ball.

10. If possible have the children throw the ball against a target on the wall and catch it as it rebounds.

11. The children should now be able to work with a partner. The formation could be two lines or a double circle.

12. The skills could be the same as above, starting with sitting position and rolling the ball to partner, and returning it, then to standing position. (Do not work too fast, and allow the children to have some time to bounce the ball or play with it as they choose, as long as they are not bothering others.)



13. Balls may be bounced to music. (See commercial page at the end of this section.)

Copy My Throw

Materials: ball

Procedure: 1. Player in the center of circle, throws, bounces, rolls, ball to another child.
2. Child must imitate the movement in returning the ball to the center player.

Call Ball

Materials: ball, 8½" or 10"

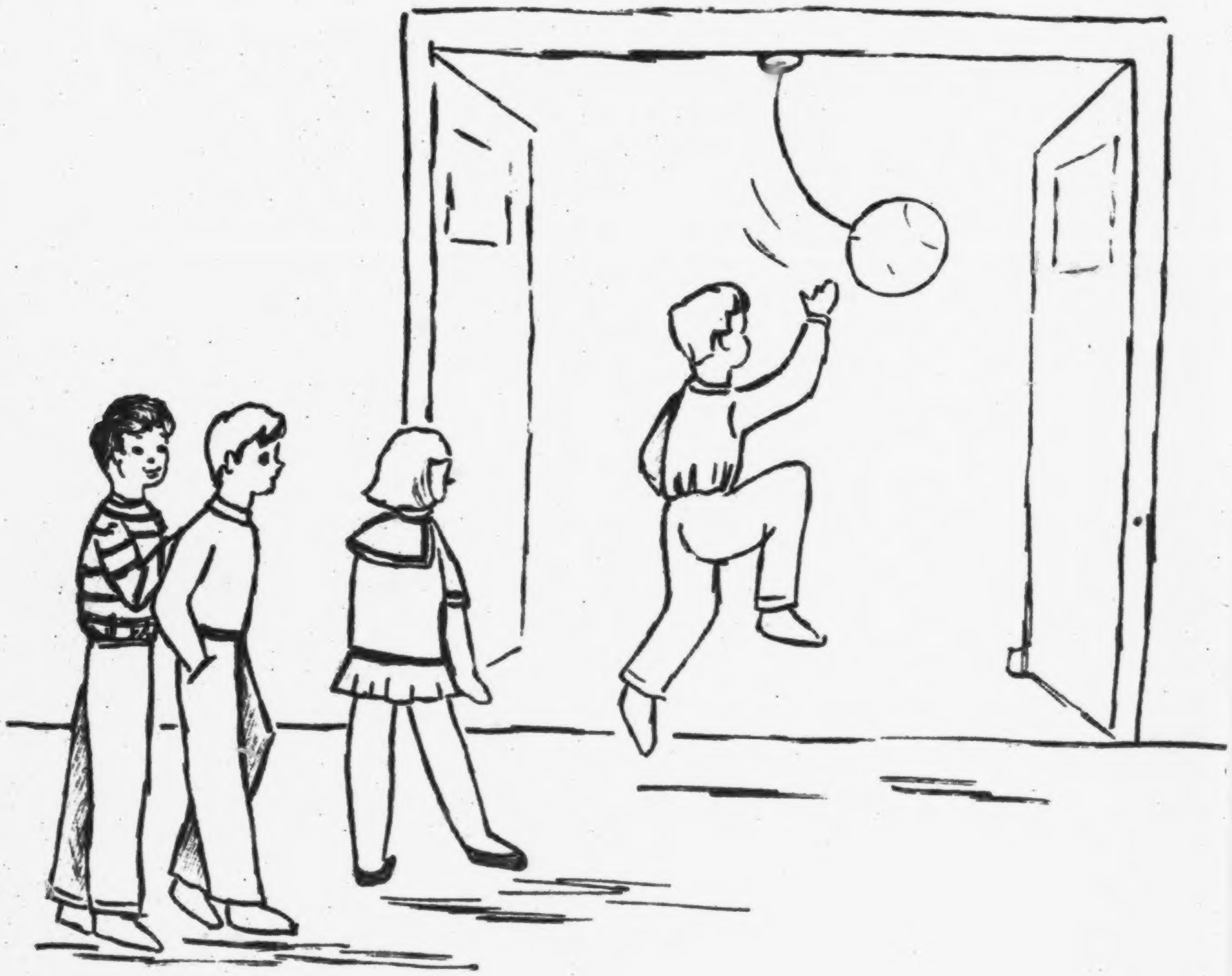
Procedure: 1. Children are in a circle formation.
2. "IT" is in center and calls the name of a child in the circle.
3. Child called must run in and catch ball on first bounce.

Hit The Ball

Materials: ball (made of plastic with holes) on a cord, running through a hook placed in the middle of a wide doorway

Procedure: 1. Ball should be in a position slightly above the reach of the child's outstretched hand.

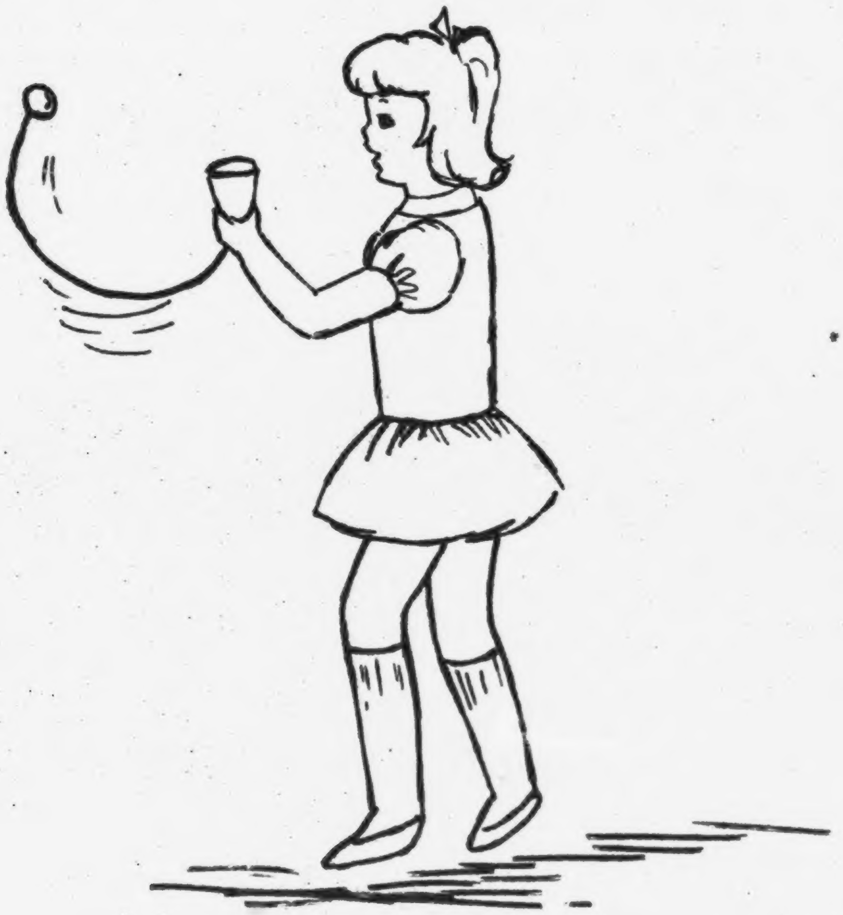
2. From a starting point, child runs, jumps, and touches the ball.
3. Cord on ball should be long enough so that teacher can adjust the height of the ball as she stands away from it.



Silver Ball

Materials: paper cup, 12 pieces of yarn or string, (about 12" long) silver foil ball

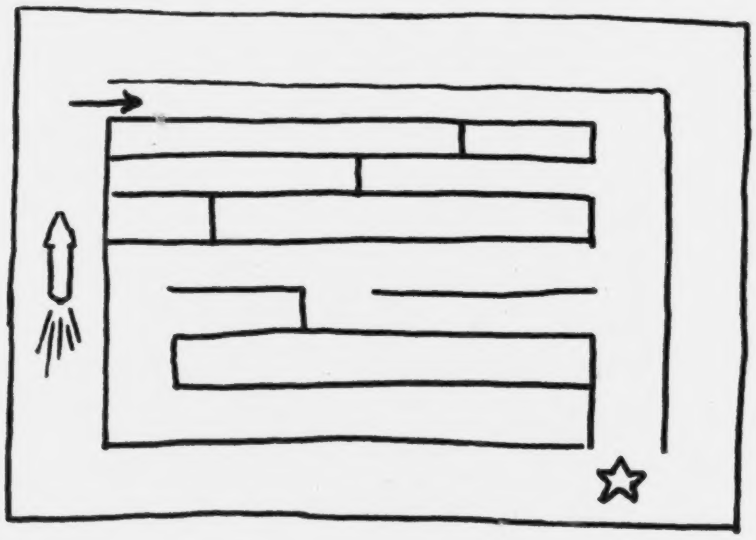
Procedure:
1. Make a small hole in the bottom of the cup and attach string.
2. Attach a ball of silver foil on other end of string.
3. Child should hold cup and attempt to get ball into cup by swinging it.



Maze

Materials: outline of maze

Procedure: A maze such as the one below may be drawn on the floor with chalk, or on large paper to be used at an easel, or on smaller sized paper to be used individually at a table. Thus, children could walk through the maze, draw on a plastic sheet covering the easel outline, or use a crayon on the small sheet at the table.

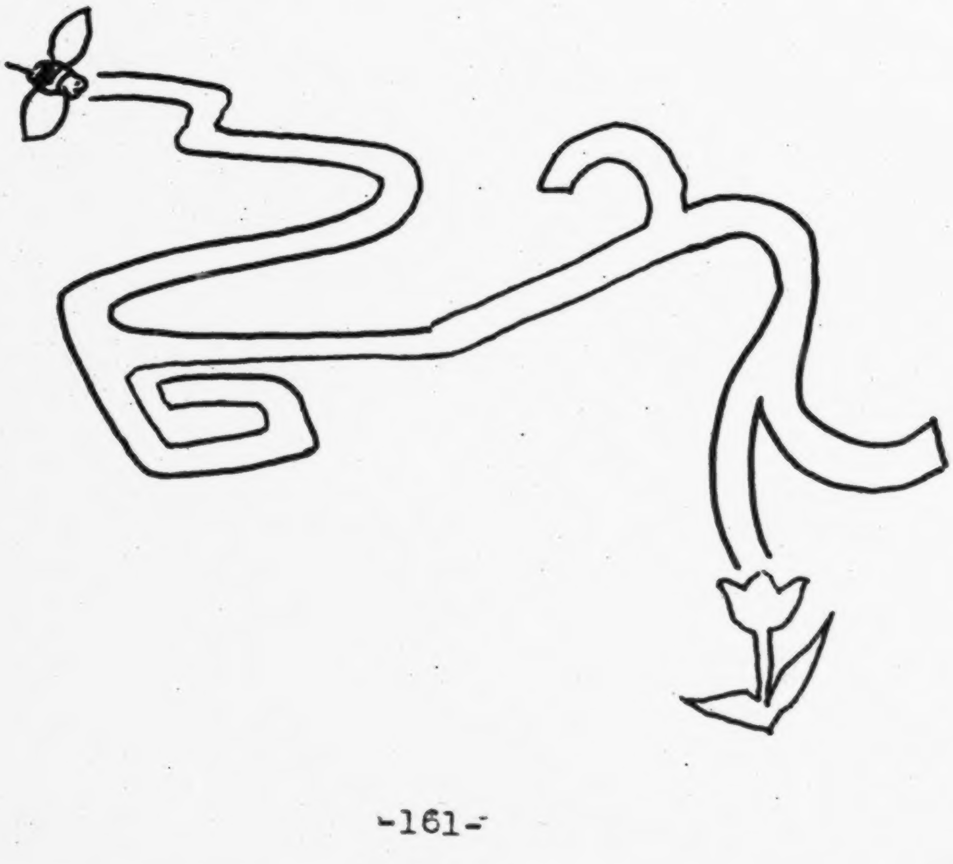


Bee To Flower Maze

Materials: Heavy cardboard, pencil or stick.

Procedure: Cut out paths of various curves, diagonals, straight lines, some being false or dead-end, and one being true. A bee is made of paper or plastic if available, stuck to pencil or stick and child moves it along paths, helping him to the flower which is at the end of the true path.

Variations: Rabbit to carrot
Mouse to cheese
Child to birthday cake
Squirrel to tree
Kitten to bowl of milk

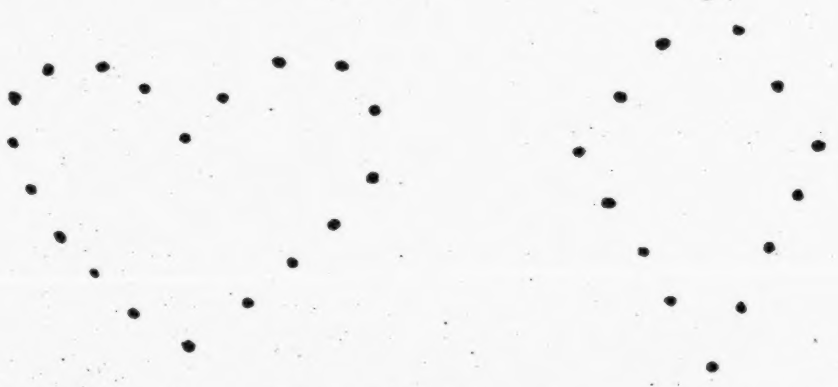


EM

DIRECTED EYE-HAND MOVEMENTS

Trace a Picture

Materials: teacher makes a ditto of a simple dot design



Procedure:

1. Have child trace around dots with his finger.
2. Have child try to trace object with his eyes closed.
3. Child can trace or fill in line with a crayon.
4. Color in the object with a different crayon.
5. Cut out object.

Geometric Shapes

Materials: manila paper (9x12), various geometric shapes, such as, circle, square, triangle, rectangle, diamond

Procedure:

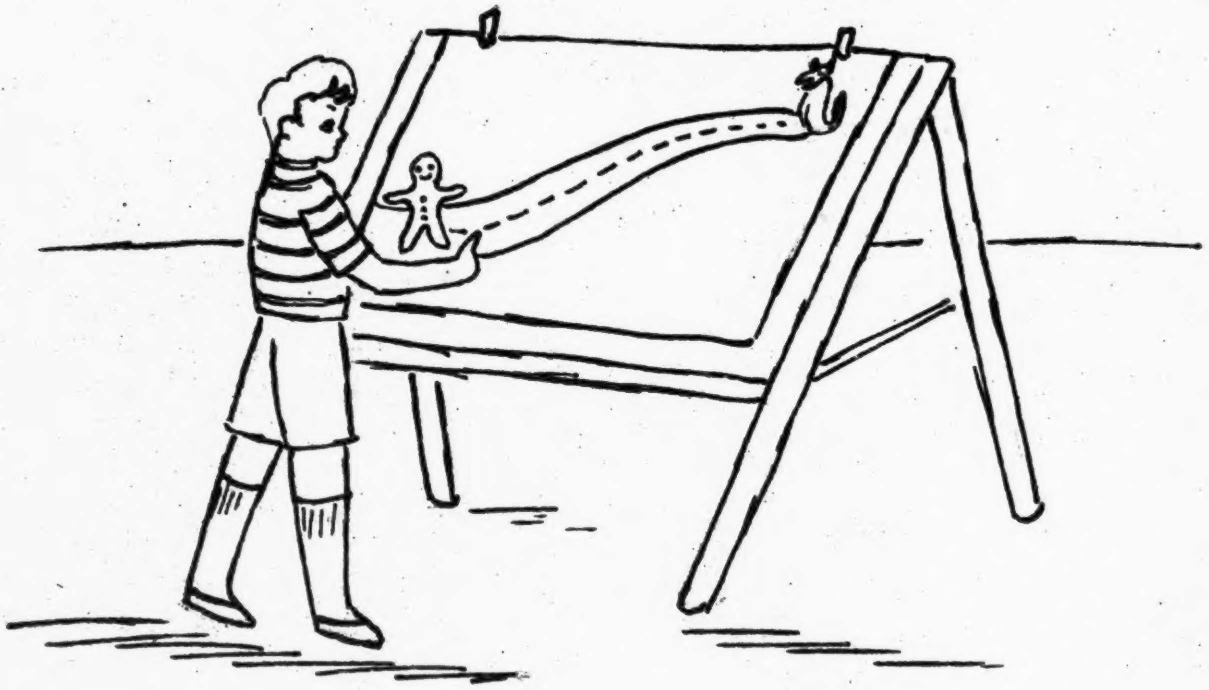
1. Give child manila paper and paper geometric shape.
2. Child pastes shape in center of his paper.
3. With crayons, child makes outline around shape, progressively larger, until paper is filled.

Follow and Play

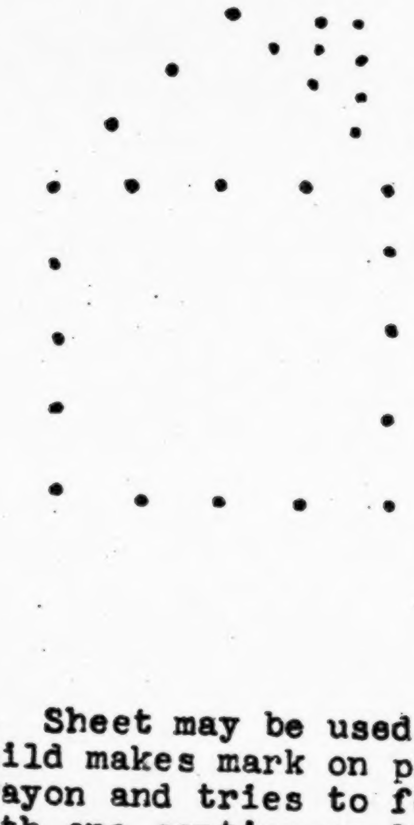
Materials: plastic sheets, 21" x 26", (plastic may be purchased from a plastic company in sheets 21" wide.) (The guage should be .020.) crayon of dark color, (purple, brown)

Procedure: 1. Clip plastic sheet to easel over chart of a

A. left-right progression activity.
B. maze, such as bee to flower.



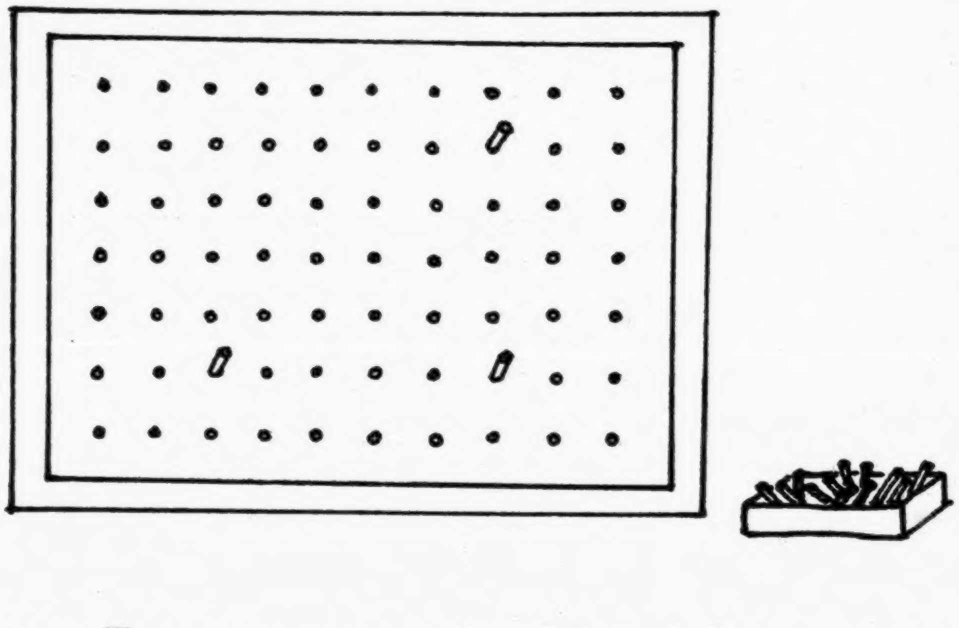
C. dot-dot design



2. Sheet may be used and re-used. Child makes mark on plastic with crayon and tries to follow through with one continuous line.
3. Crayon may be rubbed from plastic with paper towel, readying it for further use.

Finish the Squares

Materials: large pegboard for group use, box of pegs



Procedure: Three pegs are placed to limit size of square (as above). Each child takes a turn placing one peg on the board to finish the square.

Variation: Use other geometric forms having straight sides, such as a rectangle, triangle, or diamond.

Commercial Materials

BOOKS

Perceptual Training Activities Handbook: Van Witsen, Betty; College Press; Columbia University, N.Y.
Physiology of Readiness: Getman & Kane; P.A.S.S.; Minneapolis, Minn.
Slow Learner In Classroom: Kephart; Chas. E.; Merrill Books, Inc.; Columbus, Ohio.
Success Through Play: Radler & Kephart; Harper & Row; Evanston, Illinois.

SUGGESTED MATERIALS

Constructive Playthings: Kansas City, Kansas.

Clutch ball
Rubber balls
Jumbo beads
Hammer-Nail set
Design tiles
Pegboards and pegs
Puzzles

Creative Playthings: Princeton, New Jersey

3-color flashlight
Punching bag
Looms and loops for weaving

Continental Press: Elizabethtown, Pa.

Visual Motor Skills Work Sheets

RECORDS

Childhood Rhythm Records: Evans, Ruth; Educational Record Sales; New York, N.Y. Series II.

Creative Motor

Creative motor experiences allow the child to employ his previously developed motor skills, and participate in a spontaneous and unstructured type of movement. As he responds to auditory or visual stimuli, the child receives the impetus for the freedom of movement from his own imagination and interests. "Do what the music tells you", "We'll try to guess what you are going", or "We'll try to guess what you are," call for the child to use movements or gestures without words to express himself or communicate his feelings and ideas to others.

CM

These experiences are satisfying and personal, and they should help even the most inhibited to respond with some confidence and enthusiasm.

Pantomimes, dramatic play, acting out a story as it is told, such as an old favorite like the Three Bears, or possibly an original one corresponding to a holiday or season, can call upon all of the child's imaginative resources.

Singing games such as, "Did You Ever See A Lassie?", "Watch and I'll Show You What To Do", need the child's initiative and own creativity for response. Injecting a game element into routine activities makes them much more appealing, such as "How can you move to get your coat?", "Show us how you can go to the other end of the gym", encouraging each child to be different.

The added musical and rhythmic expression that the piano stimulates can be a combination of song and movement from selections such as "Dance, Indian Man", "My Dolly", "A Little Boy Went Walking". The preceding selections can be found in Magic of Music: Kindergarten; Ginn & Co.

"Dance-A-Story - Little Duck" also from the above source is a delightful and dramatic story that will bring enthusiastic response and great personal satisfaction. This is also available in record form. (see commercial page at the end of this section,for additional record suggestions, too) The following is a sampling of suggested activities which will be a basis for the further growth of creative motor skills

Pantomimes

Materials: none

Procedure: One or more children are chosen to act out a poem, story, picture, or familiar activity in pantomime. The other children try to guess what they are doing. (Sometimes where the activity is guessed, let the whole class perform that action.

Suggestions:

1. At school pantomime;
   a. cutting with scissors
   b. drinking milk
   c. singing
   d. painting on pretend easel
   e. taking off wraps, etc.

2. At home pantomime;
   a. getting up
   b. brushing teeth
   c. combing hair
   d. getting dressed
   e. making bed, etc.

3. Eating pantomime;
   a. ice cream cone
   b. corn on the cob
   c. drinking soda
   d. eating a sandwich
   e. eating soup, etc.

4. Mother Goose pantomime;
   a. Little Miss Muffet
   b. Jack and Jill
   c. Humpty Dumpty
   d. Little Boy Blue
   e. Little Jack Horner

CM

5. Guess what I'm playing;
    a. skating
    b. basketball
    c. baseball
    d. hockey
    e. swimming
    f. volleyball
    g. skiing
    h. sledding
    i. football
    j. bicycling
    k. golf
    l. tennis
    m. hopscotch, etc.

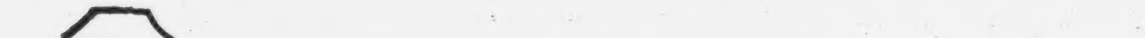
6. Guess how I feel;
    a. angry
    b. happy
    c. sad
    d. hurt
    e. curious
    f. sick
    g. dreaming
    h. surprised
    i. frightened
    j. sleepy
    k. puzzled
    l. tired, etc.

7. Let's pretend; ..."You are....
    a. seed growing
    b. snowman melting
    c. snowball rolling
    d. tornado twisting
    e. top spinning
    f. jello wiggling
    g. ball bouncing
    h. leaf falling
    i. eagle soaring
    j. pop-corn popping", etc.

Let's Pretend

Materials: hats from dramatic play area; fireman, cowboy, father, mother, policeman, baker, mailman, engineer, bus driver, nurse, pilot, stewardess, soldier, waitress, etc. (If not available, hat could be made of heavy duty paper.)

Procedure: Child chooses hat and should act like the person he is pretending to be.



My Birthday Present

Materials: none

Procedure: 1. Child imitates a toy he would like to have for a birthday present.
2. One who guesses what he is...may have the next turn.

Variation: What Santa brought me!

Let's Be A .....?

Materials: colored scarves, or strips of material

Procedure: 1. Children pick the scarf they wish.
2. Teacher says, "I am the color of a wagon, I go up and down hills, I can go fast, I can go slow." (Children with red scarves pretend to be wagons.. moving through the room with their scarves in motion.)
3. Game may continue with other colors and objects: black; train, yellow; pink, blue; flowers, green; tree, white; snowflakes, grey; rain, etc.

I'm A Toy

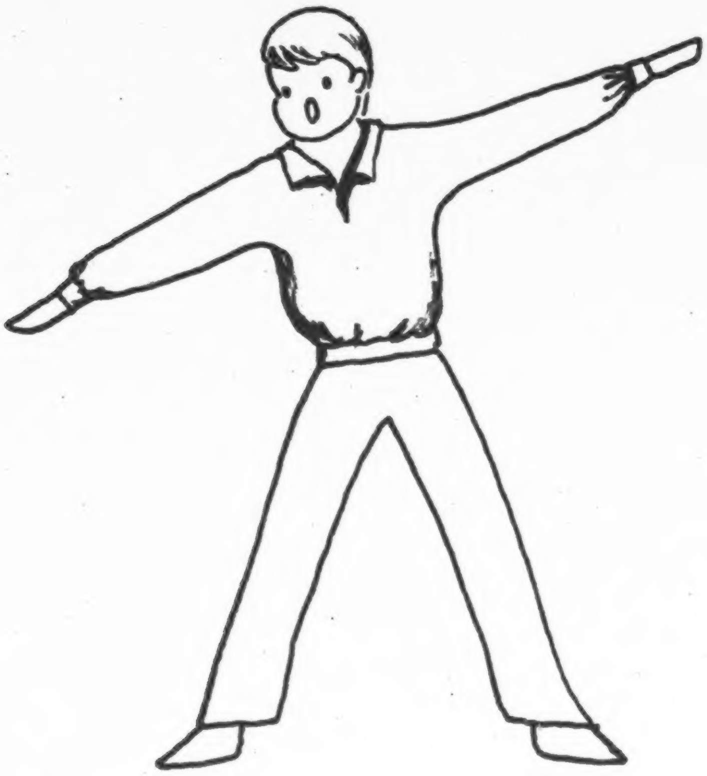
See the toys upon my shelf?
I can count them by myself....1,2,3,4,5

Here's an airplane......... zoom, zoom

And a drum.........boom, boom.

A ball that bounces up and down
A top that spins around and around.

A telephone so I can say,
"Come and play with me today."



Toy Shop At Night

Materials: Piano

Procedure: Talk with the children about many different kinds of toys, what they are made of, how they move, their size. Then tell the story of the Toyman (portrayed by one of the children-sitting at work table with imaginary tools), who had a shop full of many, many toys. (Children lying on floor, very quiet and still).

One night, after working very late, the Toyman decided to go out for a cup of coffee. (Rises from workbench, checks "toys" on their shelves, and leaves the shop, locking the door)

The clock strikes 9 (nine beats on piano) slowly to the tempo of the music, "toys" rise, stretch, and get off their shelves to have a parade.

Wooden soldiers, bouncing balls, dancing dolls, jack-in-the-boxes, stuffed animals are moving to the music. After the parade is underway, the footsteps (emphatic beats on the piano) are heard. "Toys " hurry to their shelves.

The Toyman unlocks the door, comes back into his shop, and after checking his "Toys", returns to his workbench. He never knows the trick his "toys" had played on him.

Circus Parade

Materials: none

Procedure: 1. Circle formation with ringmaster in the center using a scarf for a whip.
2. Each player chooses the animal he wishes to be.
3. When the ringmaster calls the child, he moves into the center making the movement of his particular animal. He then returns to his place.
4. When the ringmaster calls, "Circus Parade" all the "animals" fall into line and move in their own way.

Railroad Train

Materials: none

Procedure: 1. Child chooses to play role of one of the parts of train, such as engineer, conductor, wheels, whistle, bell, box car, caboose, etc.
2. Teacher will tell the story - "Let's get the train ready. We are going to Kansas City. We need the engine, engineer, passengers, wheels, etc."
3. As the various parts of the train are named, children get in single file behind "engineer."
4. The train starts to move; up hills, around curves, through tunnels, over a river, come to a stop, new passengers get on, etc.

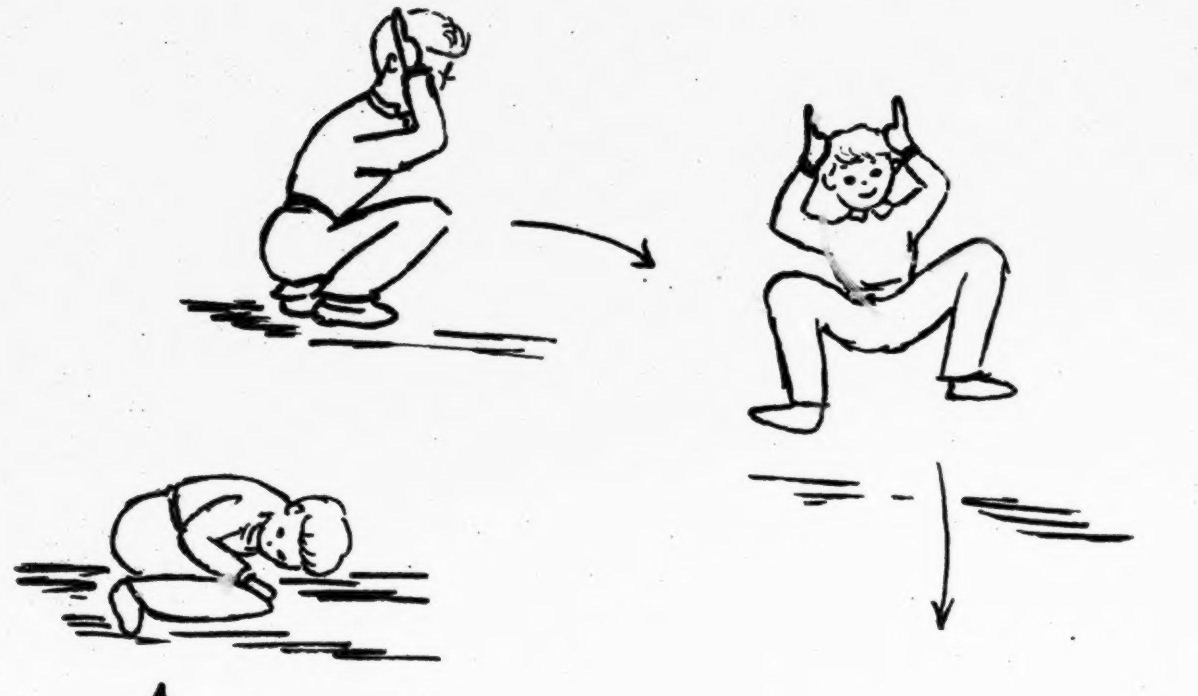
Animal Fun

Materials: none

Procedure: "Let's pretend to be an animal. See if you can guess the name of this animal:

I am little
I have a short, round tail
I hop, hop, hop.
Vegetables are my favorite food
The farmer does not like me
I am a ....!"

Did everyone guess it was a rabbit? All right let's pretend you are a little rabbit sitting in the woods. One day you are very hungry and you decide to go and hunt for your dinner. You take a big hop to get out of your rabbit hole. Now you look all around you and see the trees and bushes in the woods. It's fun to run and play in your woods. You see a pretty flower and move over to it and take a good smell. It smells sweet, but that's not what you want for dinner. Hop on a little further now, be careful there's the creek..Oh, how will you get over it? Good! Now, it seems like you are getting close to that farm you like to visit. Be careful so no one will hear or see you ! Now , you can get in through the fence. Oh! that was fine. Look around! Be sure the little boy or the dog are not in the garden. First you'll find your favorites, long orange carrots. Careful, now, get it out of the ground. Hold it and munch, munch, munch. Could a bunny ever be happier? Now a few more hops...here is the nice green lettuce...this is delicious too. Oh! Do you see who is coming?



The boy and his dog! Quick! Back through the lettuce patch, hurry past the carrots, careful - here is that fence. You'd better go quickly, watch your head as you go through the sticker bushes. Here's the creek,....good, you made it. Not too much farther now, there's your flower, but don't stop to smell it now. Oh my! Little bunny, your foot is caught under a branch, can you get it loose? Now keep going - there's your little hole by the tree. You are so tired you just jump in your hole, curl up your body, close your eyes, and take a long rest. It will be quite a while before you go back to that garden again!

Ariel Designs

Materials: colored strips of crepe paper, or scarves, piano or records

Procedure: 1. Give each child a strip of paper to hold and wave as he moves to the music. Change music and encourage child to adapt his movements.

2. In Indian dances the strips can be attached to the rhythm sticks or Pla-Tubes and used as "fire sticks."

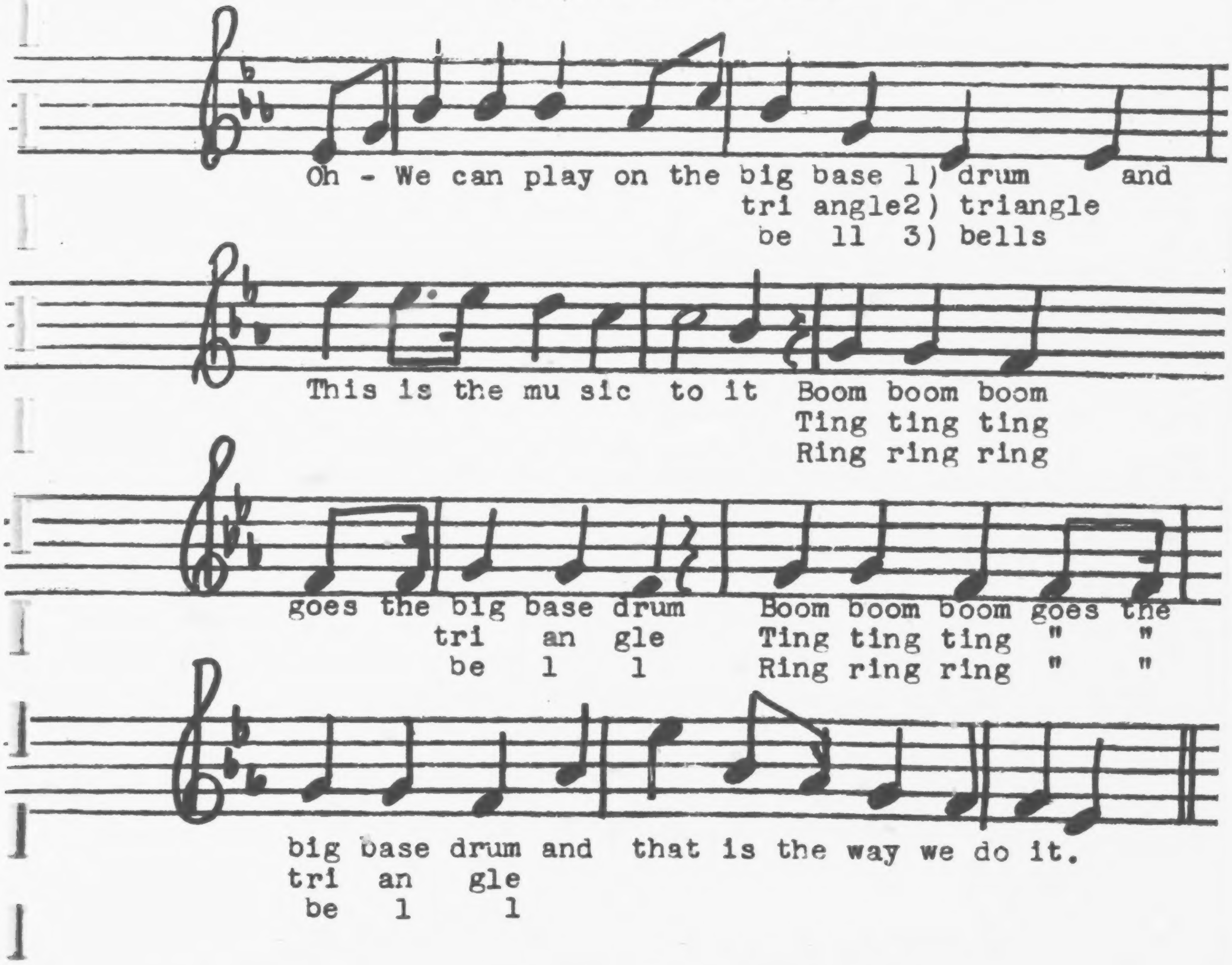
Variation: The teacher can call a color and the children having this color strip would move to the music. (See illustration on cover.)

Imaginary Music Band

Materials: Piano

Procedure: Child pretends to be playing instrument. Do to music. Following song might be used.

"Playing In The Band"


Oh - We can play on the big base 1) drum and
tri angle2) triangle
be ll 3) bells
This is the mu sic to it Boom boom boom
Ting ting ting
Ring ring ring
goes the big base drum Boom boom boom goes the
tri an gle Ting ting ting " "
be l l Ring ring ring " "
big base drum and that is the way we do it.
tri an gle
be l l

Commercial Materials

BOOKS

Creative Rhythms for Your Class: Daniel, Elva S: F.A. Owen Publishing Co.; Dansville, N.Y.

Exploring Movement: Glass, Henry: Educational Activities Inc.: Free port, L.I.N.Y. (Many of the suggestions in this book incorporate the use of Pla-Tubes.) (An excellent source of creative motor ideas.)

Growth Through Play: Farina, Furth, Smith: Prentice Hall: Englewood Cliffs, New Jersey.

Magic of Music; Kindergarten: Ginn & Co.: Chicago, Illinois.

Music Round About Us: Follett Publishing Co.: Chicago, Illinois.

Sharing Music: American Book Co.: Cincinnati, Ohio.

Singing Fun: Webster Publishing Co., Division of McGraw-Hill: Manchester, Missouri.

EQUIPMENT

Pla-Tubes:(long, plastic, hollow tubes with teacher's manual which suggests many forms of creative movement) Educational Activities, Inc.: Freeport, L.I. N.Y.

Rhythm Band Instruments: ASACO Inc.: Chicagio, Ill.

Commercial Materials(con't.)

RECORDS

Adventures in Rhythm:(opportunity for activity improvisation and participation) Jenkins, Ella: Folkways Records: 165 West 46th. St.: New York, N.Y.
Dance-A-Story..Little Duck: R.C.A. Corporation: New York, N.Y.
I Am A Circus: Young People's Record Guild: New York, N.Y.
Little Indian Drum: Young People's Record Guild: New York, N.Y.
Me, Myself & I, My Playful Scarf, & Nothing To Do: Young People's Record Guild: New York, N.Y.
Rhythm & Game Songs for the Little Ones: Jenkins, Ella: Folkways Records: 165 West 46th. St.: New York, N.Y.
Ruth Evans Rhythm Records; Series I, II: Educational Record Sales: New York, N.Y.
The Rhythm's Hour: Rhythms Productions: Downey, California.